第三版

THIRD EDITION

Pearson

NEW HORIZON COLLEGE ENGLISH 3

新视野大学英语 3

总主编：郑树棠

视听说教程

VIEWING, LISTENING & SPEAKING

智慧版

外语教学与研究出版社
FOREIGN LANGUAGE TEACHING AND RESEARCH PRESS

NEW HORIZON COLLEGE ENGLISH 3

新视野大学英语 3

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《新视野大学英语》（第三版）系列教材依据我国高等教育改革发展的新形势，针对国家、社会、个人对于英语课程的新需求，全新设计、全新编写而成。系列教材包括《读写教程》、《听说教程》、《视听说教程》、《综合训练》、《泛读教程》和《长篇阅读》。本教材吸收先进外语教学理念，融合优质国际教育资源，选取富有时代气息、体现国际视野的教学材料，经过科学严谨的设计编排，构建线上与线下结合的创新型、立体化教学体系，为新时代的大学英语教学提供丰富资源和有力保障。

教学理念先进有效

教材编写吸收国内外最新研究成果，突出自主学习能力培养，通过灵活的练习和丰富的策略讲解，以教师为主导、以学生为主体，帮助教师开展教学活动；教材倡导课堂教学和自主学习结合的混合式教学模式，鼓励个性化学习。

教学内容鲜活丰富

选篇话题新颖、内涵丰富，集思想性和趣味性于一体，注重观点的碰撞与互补，开阔视野，拓展思维；BBC原版音视频展现世界各国风土人情和真实的语言交际场景，有利于学生学习地道表达，提升跨文化交际能力。

练习设计科学创新

练习形式灵活多样，任务注重真实性，与学生的大学生活及未来发展密切相关；活动设计突出思维训练，培养创新能力、多元视角，以及解决实际问题的能力；练习编排循序渐进、环环相扣，有效提高学生的语言综合应用能力。

教学资源立体多元

教材提供丰富的教学资源，以及由课本、光盘、数字课程、移动学习资源构建的创新型教学体系；数字化互动教学平台为师生提供立体化的教学环境和便捷的教学管理功能，完备的助教资源为教师的教学与科研提供全方位支持。

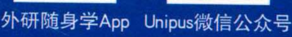
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前言

1 编写背景

《新视野大学英语》于2001年首次出版，是一套教学理念独到、教学模式创新的立体化大学英语教材，自出版以来，受到高校师生的广泛好评。其所引领的将计算机网络技术引入大学英语教学的模式取得了显著的教学效果。2008年出版的《新视野大学英语》(第二版)在传承第一版经典特色的基础上，根据我国高等教育发展形势与教学改革趋势，对教学理念、教学内容和教学方法进行了全方位提升和完善。

外语教学始终同国家的发展息息相关。目前，我国的经济发展进入新常态，更加突出体现在重视质量、效益和可持续发展，以实现"两个一百年"的奋斗目标。国家的发展对于高素质国际化人才的需求，远远超过以往任何一个时期。即将颁布的《大学英语教学指南》根据国家发展和教学改革的需要，更加强调教学质量的重要性，强调对学生英语应用能力和综合文化素养的培养。根据《大学英语教学指南》，大学英语教学的主要内容可分为通用英语、专门用途英语和跨文化交际三个部分，由此形成相应的三大类课程。大学英语课程由必修课、限定选修课和任意选修课组成。

《新视野大学英语》（第三版）是为通用英语阶段设计的系列教材。编写团队本着严谨、务实的态度，深入调研高校大学英语课程教学现状，全面摸底大学新生入学英语水平，全面设计、全新编写了《新视野大学英语》(第三版)系列教材。第三版保持《新视野大学英语》一、二版的优势与特色，进一步落实教学分类指导、因材施教的原则，支持各高校根据学生入校英语水平，以及所选择专业的英语要求，适当调整通用英语阶段教学要求。

2 编写依据

《新视野大学英语》（第三版）认真贯彻《国家中长期教育改革和发展规划纲要（2010-2020）》和《关于全面提高高等教育质量的若干意见》的精神，在立足大学英语教学实际的基础上，引入先进外语教学理念，融合国际优质教育资源，采用科学的教学设计和多样的教学手段，有效提升学生英语综合应用能力，支持教师提高课堂教学质量，推动大学英语教学迈向新台阶。

《新视野大学英语》（第三版）在设计与编写中遵循以下整体原则:

在课程性质上体现工具性与人文性的有机结合

《新视野大学英语》（第三版）一方面遵循通用英语阶段语言学习规律，采取有效教学方法，全面提升学生的英语实际应用能力，一方面通过学习材料和活动设计培养学生的人文素养与综合素质，使学生在认识世界、了解社会、发现自我的过程中，树立正确的价值观，增进文化理解力，提高跨文化交际能力，从而实现工具性和人文性的有机统一。

在教学目标上体现个性化教学的需求

《新视野大学英语》（第三版）针对大学英语课程体系中通用英语课程的教学要求开发，总体目标是培养学生英语听、说、读、写、译的语言技能，同时达到增加知识、拓展视野、提高能力、提升文化素养的目的。教材共有4个级别，在主题内容、词汇分布和练习形式

等方面充分考虑了难度的递进，学校可以根据学生的起点水平进行个性化选择，使学生通过不同级别的学习达到通用英语阶段的基本要求或提高要求。

在教学理念上体现“以教师为主导、以学生为主体”

《新视野大学英语》（第三版）体现“以教师为主导、以学生为主体”的教学理念，采用丰富多样的练习设计，激发学生学习兴趣，便于教师灵活指导，选取最佳的教学方法，鼓励学生主动参与，提高课堂教学效果。此外，教材注重培养学生的学习能力和学习策略，通过探究式、合作式活动引导学生积极思考和创新实践，通过对新知识、文化点和学习策略的讲解帮助学生掌握正确方法，使教学活动真正实现由“教”向“学”的转变。

在教学手段上体现教学的立体化、个性化与便捷性

《新视野大学英语》（第三版）充分体现信息技术给教育模式带来的变革，根据学生学习特点、教师教学习惯和学校教学环境的变化，构建U校园智慧教学云平台，为教、学、评、测、研提供全方位支持，通过高效便捷的教学工具、丰富多样的教学资源与无缝对接的多终端支持，助力教师优化教学流程、丰富教学设计、创新教学模式；同时，满足学生在多模态环境下的个性化学习，帮助师生共建智慧课堂，实现智慧学习。



3 教材特色

《新视野大学英语》（第三版）的筹划、设计和编写历经多年，编写团队本着对教学负责、对学生负责的态度，精心选材，严谨编写，力求在帮助学生切实提高语言交际能力的同时，还能引导他们辨别多元视角、对比不同文化、深入思考问题，有助于他们成为具有社会责任感、国际视野和创新精神的高素质人才。《新视野大学英语》（第三版）的教材特色主要体现在以下方面：

选材富有时代气息，体现思辨性和人文性

教材充分考虑时代发展和新一代大学生的特点，选材富有时代气息，主题多样，涵盖社会、历史、经济、哲学、科技、文化等不同领域。选篇注重思想性和趣味性的结合，文章安排注意观点的相互碰撞和补充，激发学生的思辨力与创新思维，培养学生以多元视角看待个人、社会和世界。视听说分册包含丰富的BBC原版音视频，语言鲜活、语音纯正、语境真实，展现各国风土人情和文化传统，开拓学生视野，增强学生的文化感知力和理解力。

练习活动形式多样，培养语言能力和跨文化能力

与一、二版相比，第三版教材保持了练习的丰富性和系统性，并进一步加强了练习的思辨性、应用性和文化对比性。练习设计遵循语言学习的内在规律，目的明确、安排有序，既包括单项技能训练，也包括综合语言运用，输入与输出结合，线下与线上结合。语言活动注重思维训练，培养跨文化意识，通过批判性问题启迪学生思考，通过对比翻译引导学生理解和表达中西文化差异，通过场景真实的交际任务培养学生解决实际问题的能力。

教学设计循序渐进，打好基础，学用结合

教材设计基于对大学生英语水平和高校英语教学现状的细致调研，编写时充分考虑基础教育阶段与高等教育阶段英语教学的衔接，各级别定位清晰，难度逐步提升。教材通过科学严谨的材料选择与词汇编制，对核心词汇及搭配的重点练习，以及对语言技能的综合训练，帮助学生进一步打好语言基本功。同时，教材注意语言知识与语言应用的关系，通过练习引导学生掌握规律、举一反三、活用语言，提高语言的实际应用能力。

教学资源丰富立体，引领混合式教学模式

第三版教材倡导课堂教学与自主学习结合的混合式教学模式，通过创建全新的U校园智慧教学云平台，提供丰富的教学资源、立体的教学环境和便捷的多终端教学管理工具，整合混合式教学全流程，帮助教师实现课堂内外的有机结合与开放互动。除主干课程外，在数字课程体系中新增配套类课程（如第三版系列内的“长篇阅读”和“综合训练”等）和拓展类课程（如技能提升课程、语言文化课程、商务职场课程等），院校可自主选择线下、线上或混合教学的模式。教材同时配备PC端和移动端数字课程，优化教学体验，提升教学效果。此外，外研随身学App等移动学习工具帮助学生充分利用碎片化时间，向主动学习、自主学习、个性化学习的方向发展。

教学与评估并重，帮助教师实现教学相长

第三版教材为教师提供丰富多样的数字化教学资源，便于教师进行个性化教学，还创建了教师实时共建和分享备课资源的Ucreate交流平台，鼓励教师合作创新。同时，教材提供全面的形成性与终结性评测手段，多维度、可视化的学习数据统计以及基于数据的学情预测和教学建议，便于教师及时、准确了解学生学习状况，调整教学思路，改进教学方法。此外，对基于数字技术的混合式教学模式、网上合作学习模式、教学评估模式等新领域的探索，还能为教师提供研究思路与实证数据，助益教师的教学与学术发展。

4 教材构成

《新视野大学英语》（第三版）根据通用英语阶段的基本要求或提高要求，设计有1—4级，供两个学年使用。每一级别包含《读写教程》（配教师用书）、《听说教程》（配教师用书）、《视听说教程》（配教师用书）、《泛读教程》、《长篇阅读》和《综合训练》。同时提供与教材配套的学习光盘、教学课件、试题库、U校园智慧教学云平台、移动应用等教学资源。不同课程、不同媒体之间紧密联系，相互支持，互为补充。

《新视野大学英语》（第三版）系列教材均为全新编写。《听说教程》配合《读写教程》的中心话题展开多种形式的听说训练。《泛读教程》、《长篇阅读》和《综合训练》三个分册也与《读写教程》单元主题呼应，是对《读写教程》的补充、强化与拓展。《视听说教程》基于英国培生教育出版集团的经典教材*Speakout*进行全面改编，既保留了视听资源地道鲜活的优势，又符合国内高校教学的需求与特点。

《读写教程》以有效巩固和扎实培养学生的语言知识和技能为特色，通过视角多元、内涵丰富的选篇以及形式多样的练习，着重提高学生的读、写、译能力。《听说教程》听力素材形式多样，内容生动丰富，设计循序渐进，帮助学生夯实语言基础，切实提升英语听说交流能力。《视听说教程》视听资源生动地道，文化信息丰富，交际场景真实，有效提高学生的听说能力与跨文化交际能力。《泛读教程》注重阅读方法培养，提供多样的选篇和练习，帮助学生扩展词汇、开阔视野，提高英语阅读能力。《长篇阅读》通过有效的训练，培养学生的阅读策略，提高“快速 + 准确”获取信息的能力。《综合训练》与《读写教程》紧密相联，提供词汇、语法、翻译和阅读等方面的练习，帮助学生巩固语言知识，提高语言技能。

《新视野大学英语》（第三版）遵循分类指导、因材施教的教学原则，通过多种途径为个性化教学提供支持。系列教材中包括不同级别和不同分册，还提供丰富多样的网络课程与数字化教学资源，为教学提供了较大的选择空间。教师可根据学校和学生实际情况，依据基于本校特色的教学目标和教学要求，自主选择教学材料和教学方法，逐步提高学生的语言能力和跨文化交际能力，培养学生的自主学习能力和综合文化素养，从而实现相应的教学目标。

5 编写团队

《新视野大学英语》（第三版）项目总负责人、教材总主编为上海交通大学郑树棠教授。全国数十所高校的几十名资深教授和中青年骨干教师参与了系列教材的设计、编写和制作。参与《视听说教程》编写和制作的还有英国培生教育出版集团的英语教育专家和教材编写专家。在教材编写和修改定稿的过程中，有多位外籍专家学者参与审定和指导。

《新视野大学英语》（第三版）应新时代的召唤诞生，从筹划到出版历经数年，期待以全新面貌为新时期的大学英语教学发展贡献力量。因教材为全新编写，难免有不足之处，还将在使用过程中收集反馈建议，希望专家、老师和同学在审阅和使用中多提宝贵意见，以使教材不断改进和完善。

编 者

2015 年 3 月

编写及使用说明

《视听说教程》是《新视野大学英语》（第三版）系列教材中的主干教材。本教程使用英国培生教育出版集团经典教材 *Speakout* 的原声素材，以即将颁布的《大学英语教学指南》为指导，结合大学英语教学的新发展和新需求，全新设计和编写。

1 教材特色

选材真实地道，语料丰富，题材多样

精心挑选 BBC 原版音视频材料，让学生聆听地道多元的语音，学习鲜活实用的语言，体验真实的交际情境，领略世界各地的文化生活，达到拓宽视野、拓展思维、提高语言应用能力和跨文化交际能力的目的。

活动设计科学，形式生动，操作性强

听说活动的设计吸收国内外先进的教学理念和教学方法，采用灵活多样的形式，激发学生兴趣，提高课堂参与度。练习活动将语言输入与输出紧密结合，目标明确，步骤清晰，方便课堂操作，帮助学生有效提高听说能力。

技能训练有效，循序渐进，稳步提升

听说技能讲解详尽，内容安排由易到难，与练习活动相结合，帮助学生认识到学习方法和交际策略的重要性，养成良好的学习习惯，提高学习效率，提升自主学习能力。

依托数字平台，资源立体，使用灵活

提供教材、数字课程和移动应用等组成的立体化资源体系，支持课堂教学与自主学习的有机结合，学校可根据教学需要选择多样的视听教学资源，采用个性化的教学方法。

2 教材结构

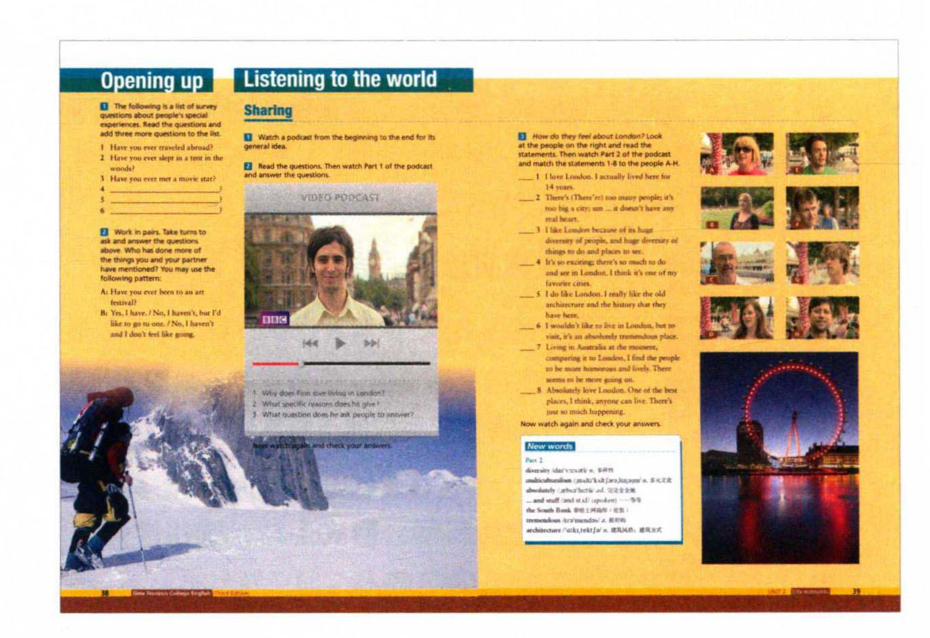
Learning objectives

提供清晰具体、可量可测的学习目标，帮助学生明确学习重点，便于学生自我评价。

> **Traces of the past**
>
> **Learning objectives**
> - talk about past events and their impacts on the present
> - listen for specific information
> - keep a conversation going
> - conduct an interview

Opening up

通过图片、测试、讨论等生动形式导入单元主题，激发学生兴趣，调动他们深入了解主题、探讨主题的积极性。



Listening to the world

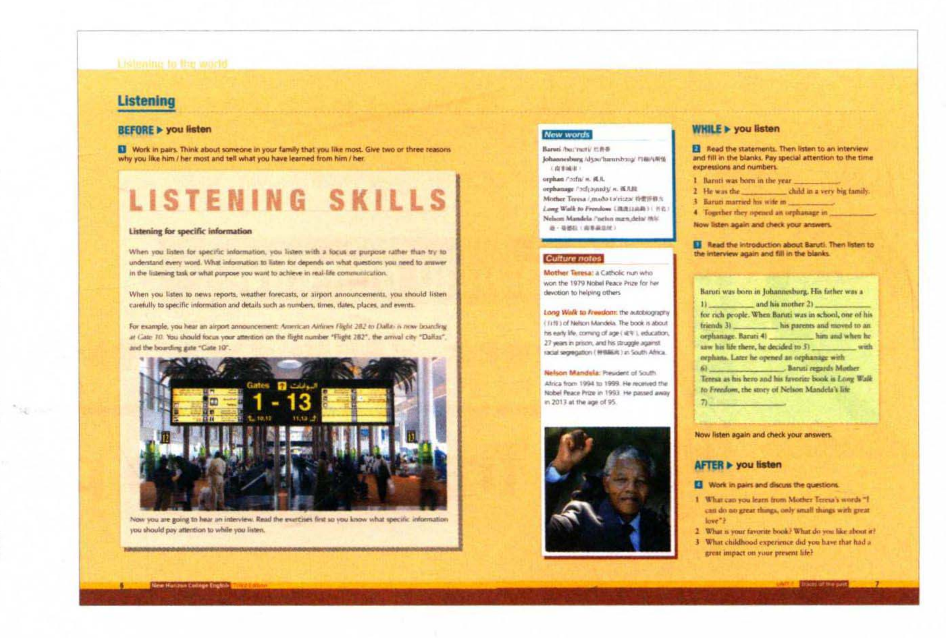
选取 BBC 音视频材料，设计丰富的听说活动，辅以听力技能讲解，有效提升学生的英语听力技能。

Sharing

- 街头采访视频：围绕单元主题设计，受访者就特定话题讲述个人经历或阐释看法，为学生提供语言示范和观点分享。
- 视听理解练习：按每个分话题展开，有效控制难度，帮助学生透彻理解内容。
- 口语输出活动：结合学生自身经历，激发兴趣，启迪思考，提升表达能力。
- 语言文化注释：根据需要，提供简明扼要的语言与文化知识讲解。

Listening

- 原版音频材料：情境自然，真实地道，形式丰富，包括对话、故事、访谈、讲座、广播节目等。
- 相关听力练习：步骤清晰，循序渐进。Before you listen 导入主题，激发学习兴趣；While you listen 引导理解内容，捕捉重要信息；After you listen 基于听力主题，训练学生的思维能力、表达能力和交际能力。
- 听力策略讲解：包括找出关键信息、捕捉重要细节、理清逻辑、巧记笔记、有效推测等，注重授人以渔，强调灵活应用。



Viewing

- 原版视频材料：展现大千世界与多元文化，使学生感知社会万象与异域特色，帮助学生开拓视野，增进文化理解力，提升文化沟通力。
- 相关视听练习：步骤设计合理，训练由易到难。帮助学生激活相关知识，充分理解和挖掘视频内容，并能联系主题进行拓展性思考和口语输出训练。



Speaking for communication

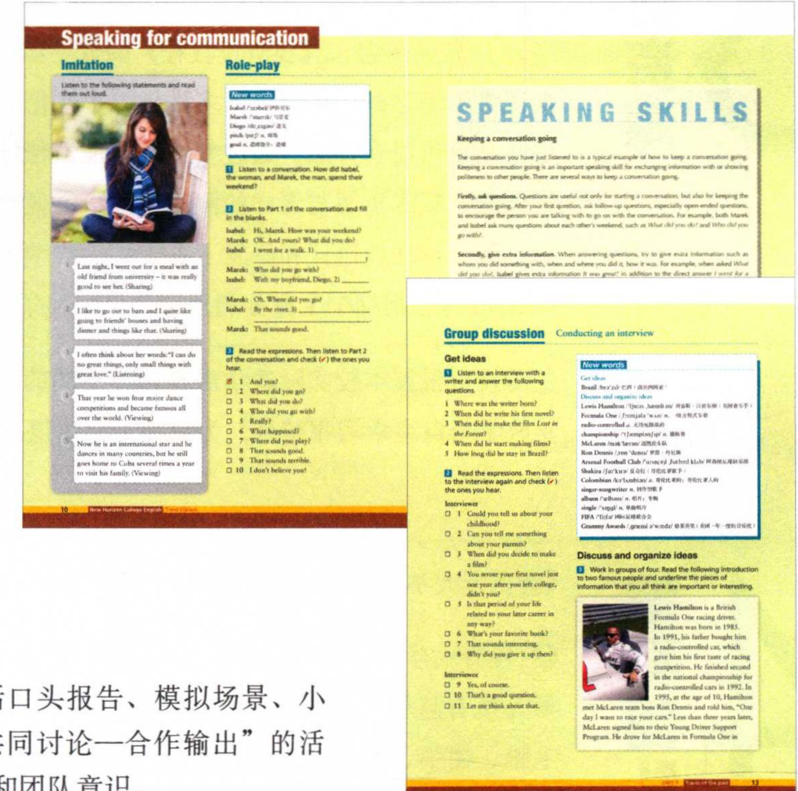
基于丰富的语言输入材料，设计口语活动，配合详尽的口语策略讲解，提高学生的口语能力。

Imitation (Books 1-2)

语音模仿活动：只出现在第 1、2 级。从 Listening to the world 原版音视频中精选地道、常用的口语表达，录制英式和美式发音两个版本，供学生模仿跟读，纠正发音，优化语音语调。

Role-play

- 角色扮演活动：基于日常生活实用情景设计，以原版听力材料为输入，以听促说，有助于学生理清思路，提高口语表达能力。
- 口语策略讲解：帮助学生掌握规律，提高技能，在实际运用中做到举一反三，活用语言。



Group discussion

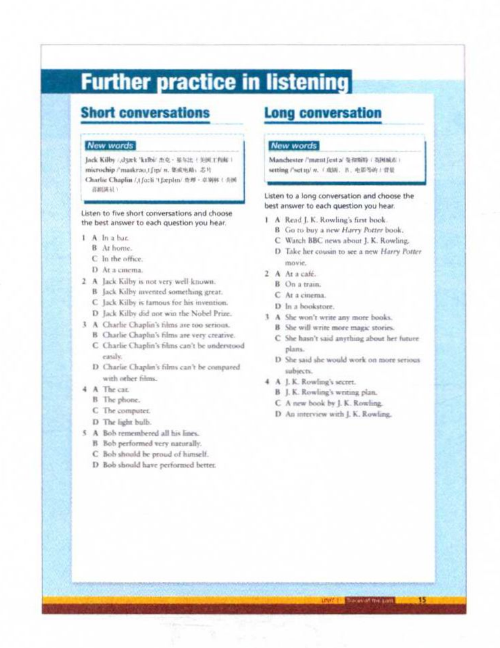
小组活动任务：话题丰富，形式多样，包括口头报告、模拟场景、小组辩论等。通过“材料输入—任务分解—共同讨论—合作输出”的活动过程，引导学生积极参与，培养创新思维和团队意识。

Public speaking (Books 3-4)

英语演讲训练：只出现在第 3、4 级。以“讲解—范例—练习”的形式，讲解如何准备演讲稿、如何使用肢体语言、如何吸引听众注意等技巧，训练学生的演讲能力与学术技能，在更高层次上提升语言应用能力。

Further practice in listening

包含 Short conversations、Long conversation、Passages 三个部分，提供与单元主题相关、内容丰富的听力材料，通过 1—4 级的学习，循序渐进地提高听力技能。从较慢语速开始，逐步到中等语速、篇幅较长的音频材料，训练掌握中心大意、抓住要点和主要信息的能力。



Further practice in listening

Short conversations

New words

Jack Kilby /ˌdʒæk ˈkɪlbi/ 杰克·基尔比（美国工程师）
microchip /ˈmaɪkrəʊˌtʃɪp/ *n.* 集成电路，芯片
Charlie Chaplin /ˌtʃɑːli ˈtʃæplɪn/ 查理·卓别林（美国喜剧演员）

Listen to five short conversations and choose the best answer to each question you hear.

1 A In a bar.
B At home.
C In the office.
D At a cinema.

2 A Jack Kilby is not very well known.
B Jack Kilby invented something great.
C Jack Kilby is famous for his invention.
D Jack Kilby did not win the Nobel Prize.

3 A Charlie Chaplin's films are too serious.
B Charlie Chaplin's films are very creative.
C Charlie Chaplin's films can't be understood easily.
D Charlie Chaplin's films can't be compared with other films.

4 A The cat.
B The phone.
C The computer.
D The light bulb.

5 A Bob remembered all his lines.
B Bob performed very naturally.
C Bob should be proud of himself.
D Bob should have performed better.

Long conversation

New words

Manchester /ˈmæntʃestə/ 曼彻斯特（英国城市）
setting /ˈsetɪŋ/ *n.*（戏剧、书、电影等的）背景

Listen to a long conversation and choose the best answer to each question you hear.

1 A Read J. K. Rowling's first book.
B Go to buy a new *Harry Potter* book.
C Watch BBC news about J. K. Rowling.
D Take her cousin to see a new *Harry Potter* movie.

2 A At a café.
B On a train.
C At a cinema.
D In a bookstore.

3 A She won't write any more books.
B She will write more magic stories.
C She hasn't said anything about her future plans.
D She said she would work on more serious subjects.

4 A J. K. Rowling's secret.
B J. K. Rowling's writing plan.
C A new book by J. K. Rowling.
D An interview with J. K. Rowling.

Wrapping up

与本单元 Learning objectives 呼应，便于学生考查学习情况，反思学习过程，培养自我评价、自我提升的习惯。

3 教材资源

《视听说教程》提供立体、便捷的 U 校园智慧教学云平台，使数字课程和移动学习资源成为教材的有效补充、扩展和延伸。

通过 U 校园平台，《视听说教程》的数字课程提供更丰富的学习资源和学习工具，使学生在课堂学习之外，还能进行多样化、个性化的自我训练和提高。对于跟读、角色扮演等口语活动提供语音评测，通过多维度的反馈帮助学生提升语音语调。同时，平台还为教师提供优质的题库资源与多样的测评手段，方便教师及时评估和考查学生的学习情况。此外，第三版开创性地设计和研发了基于移动终端的学习资源，包括移动端数字课程和外研随身学 App 等，帮助学生充分利用碎片化时间学习，培养自主学习习惯，提高自主学习能力。

各高校可根据本校实际教学需要选择不同的资源组合方式，使教材与数字课程相结合，课堂教学与自主学习相结合，为教师和学生提供立体化、个性化的开放教学空间。

4 编写团队

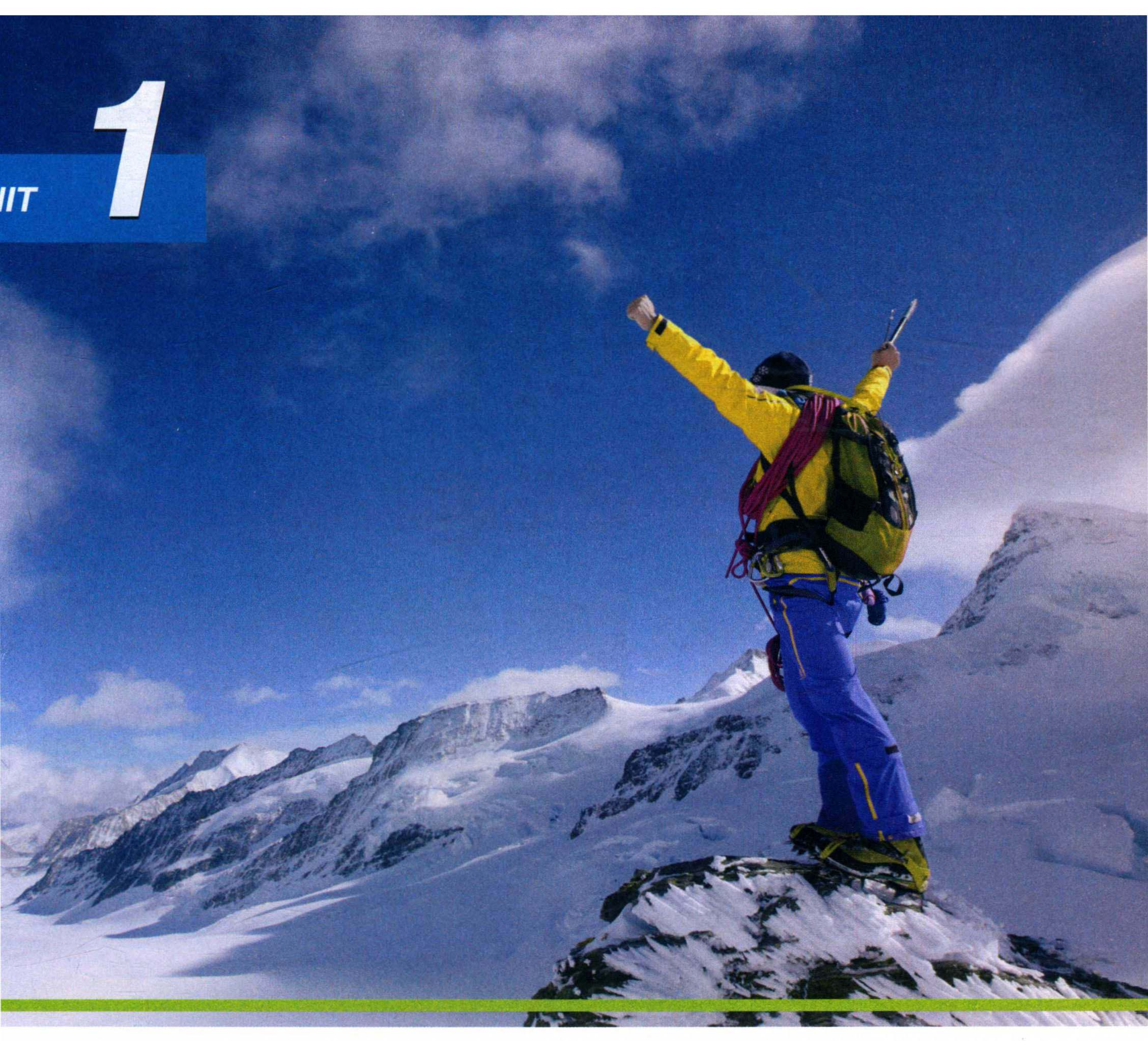
《新视野大学英语》（第三版）系列教材总主编为上海交通大学郑树棠。

《新视野大学英语（第三版）视听说教程 3》主编赵勇、杨小虎和冯宗祥。参加编写的主要人员有赵勇、杨小虎、冯宗祥、钟乐平、欧邦明、赵晓红、苗瑞琴、王胜利、林玉珍、王鹏、谢华、左克文等。《新视野大学英语（第三版）视听说教程 3》由郑树棠和外籍专家 Laura Jean Davies 审定全稿。此外，同济大学机械与能源工程学院的姜涛专门为本系列教材编写了词汇查询和标记软件，在此表示感谢。

编者

2015 年 4 月

CONTENTS



Access to success

Learning objectives

- talk about success
- take notes by using a keyword outline
- refer to what you said earlier
- talk about a challenge / an achievement
- have a basic understanding of public speaking

Opening up

Read the following quotes. What do they tell you about success?

The difference between failure and success is doing a thing nearly right and doing it exactly right.
— Edward Simmons

Success doesn't come to you ... you go to it.
— Marva Collins

The secret of success in life is for a man to be ready for his opportunity when it comes.
— Benjamin Disraeli

Success is to be measured not so much by the position that one has reached in life as by the obstacles which he has overcome.
— Booker T. Washington

Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Val uses.

VIDEO PODCAST





There are a lot of things that I'd like to do but I've never done before. I'm not really a daredevil, so things like 1) ________________ are not really my 2) ________________, but I do know that trying new things makes you 3) ________________. Today, I'm going to talk to people about trying new things and 4) __________. How do you feel about trying new things?

Now watch again and check your answers.

New words

Part 1

daredevil /ˈdeəˌdevl/ *n.* 喜欢冒险的人

Part 2

exotic /ɪgˈzɒtɪk/ *a.* 外国产的；外国来的

3 *How do they feel about trying new things?* Look at the people below and read the statements. Then watch Part 2 of the podcast and match the statements 1-5 to the people A-E.











____ 1 I'm always up for new things. I love traveling; I love trying exotic new foods, all that sort of stuff; seeing new cultures.

____ 2 If you try new things, you get more out of life, I think.

____ 3 Depends what they are, obviously, um, some things I wouldn't try, but I'd give most things a go.

____ 4 I always enjoy trying new things. I like to meet new people and, try new food, see new places, see different things.

____ 5 I love to try new things. I love to travel.

Now watch again and check your answers.

4 *What stops them from trying new things?* Look at the people below and read the statements. Then watch Part 3 of the podcast and check (✔) the true statements.

☐ 1



She thinks that fear would probably stop her.

☐ 2



He thinks it's hard to find time and money to try new things.

☐ 3



He thinks that nothing would stop him even if it was very dangerous.

☐ 4



He wouldn't be able to try anything new at the moment because he's got to study, and money is also a problem.

☐ 5



She says that only the shortage of money would stop her.

Now watch again and check your answers.

5 *What have they achieved in their life that makes them feel proud?* Look at the people below and read the answer choices. Then watch Part 4 of the podcast and choose the best way to complete each of the following sentences.



1 He takes pride in going to Ethiopia to ______.
A work with a local team
B build houses for needy people
C experience special culture there



2 He's proud that ______.
A he has read a lot of plays
B he has performed in front of hundreds of people
C people enjoyed his plays



3 She feels proud that ______.
A she has achieved much in her life so far
B she has learned French better than she thought
C she is doing very well at school



4 He's very proud because ______.
A he passed his exams
B he's doing well at university
C his exam grades will help him be admitted to university



5 She's proud of ______.
A being clever
B becoming a good person
C getting a good job

Now watch again and check your answers.

New words

Part 4

Ethiopia /ˌiːθiˈəʊpiə/ 埃塞俄比亚（非洲国家）

Part 5

Richard Branson /ˌrɪtʃəd ˈbræns(ə)n/ 理查德・布兰森（英国企业家）

imprison /ɪmˈprɪzn/ *v.* 关押；监禁

Culture notes

Ethiopia: a country of northeast Africa. It is one of the poorest countries in the world.

Richard Branson: a famous British entrepreneur. He is best known as the founder of the Virgin Group, which consists of more than 400 companies worldwide.

Nelson Mandela: President of South Africa from 1994 to 1999, the first ever to be elected in a fully representative democratic election. Mandela served 27 years in prison and received the 1993 Nobel Peace Prize.

6 *Who do they admire in terms of achievements and why?* Look at the people below and read the statements. Then watch Part 5 of the podcast and fill in the blanks.



Probably business leaders such as Richard Branson um, as he 1) ________________, you know as, as hardly anything and then he built 2) __________________________ and he's a multimillionaire.



I admire my grandmother, actually. She's not around anymore, but she was a 3) ________ like I want to be and she 4) ________________________.



Nelson Mandela, I admire him a lot because er, not only because he was 5) __________, which er, and he 6) __________ that for many years and wasn't bitter. When he came out of prison, I was more 7) __________ with him becoming Prime ... you know, leading South Africa ... and holding the country together and changing a country. Not many people er, have the 8) ____________ ____________ to do that.

Now watch again and check your answers.

7 Work in pairs and discuss the questions.

1 How do you feel about trying new things?
2 What stops you from trying new things?
3 What have you achieved in your life that makes you feel proud?
4 Who do you admire for their achievements and why?

Listening

BEFORE ▶ you listen

1 Work in pairs and discuss the questions.

1 Do you believe that a good memory is critical to success? Why or why not?
2 Have you ever tried any method to improve your memory? Do you think that useful?



LISTENING SKILLS

Note-taking: using a keyword outline

A keyword outline, as its name suggests, requires you to note down a speaker's main points and supporting details by using keywords in outline form. The notes made this way are usually very brief, yet they are able to summarize the speaker's main ideas.

Suppose a speaker says:
Hospitals in the United States are facing a serious shortage of nurses. According to the American Health Association, the nurse shortage nationwide has reached an alarming total of 120,000. The National Association of Nurse Recruiters reports that the average hospital has 47 full-time nursing positions vacant. Hospitals in major cities such as New York, Los Angeles, and Miami have had to reduce services because of a lack of nurses.

There are three major causes for this shortage of nurses. One cause is that there are not enough faculty members at nursing schools to train enough nurses needed by hospitals. The second cause is that nurses can find employment at medical facilities other than hospitals. The third cause is that many nurses are reluctant to stay on the job because of poor working hours and excessive paperwork.

If you are supposed to take notes, you may use a keyword outline as follows:
(main topic): Serious nurse shortage
- (sub-topic 1): Nurse shortage
  - (detail 1): Total of 120,000; average of 47 per hospital
  - (detail 2): Reduced services at hospitals
- (sub-topic 2): Three major reasons
  - (detail 1): Lack of faculty at nursing schools
  - (detail 2): Employment available beyond hospitals
  - (detail 3): Poor working hours and excessive paperwork

Now you are going to listen to three people talking about memory. Pay attention to the keywords and take notes by using a keyword outline in Exercise 3.

WHILE ▶ you listen

2 Listen to three people talking about memory. Then check (✔) the things they talk about.

☐ **1** names
☐ **2** faces
☐ **3** dates
☐ **4** words
☐ **5** birthdays
☐ **6** directions
☐ **7** books they've read
☐ **8** places
☐ **9** films
☐ **10** jokes
☐ **11** information about products
☐ **12** childhood memories

Now listen again and check your answers.

3 Read the notes given in a keyword outline. Then listen to the conversation again and complete the notes with what you hear. The notes about Peggy have been given as follows.

Main topic: Memory

Sub-topic 1: Peggy, a sales rep, and her memory
Detail 1: not good at directions
Detail 2: make mistakes with names & faces sometimes
Detail 3: make occasional mistakes with product information

Sub-topic 2: ______________________
Detail 1: ______________________
Detail 2: ______________________
Detail 3: ______________________

Sub-topic 3: ______________________
Detail 1: ______________________
Detail 2: ______________________

Now listen again and check your answers.

New words

Peggy /'pegi/ 佩姬
rep /rep/ *n.* (**representative**) 推销员；销售代表
Samantha /sə'mænθə/ 萨曼莎
blocking /'blɒkɪŋ/ *n.* 舞台调度

AFTER ▶ you listen

4 Work in pairs and take turns to talk about your memory. The following three questions may help you organize your thoughts. Take notes by using a keyword outline while your partner is talking about his / her memory.

1 Generally speaking, do you have a good memory?
2 Which are you better at remembering: faces, names, or numbers?
3 Do you use any special strategies to remember certain things?

PASSWORD: ?

Viewing

BEFORE ▶ you view

1 Work in pairs and discuss the questions.

1 Do you enjoy sports? Which ones?
2 Have you ever tried to learn a new sport? How successful were you? Why?

2 Read the program information below and answer the questions.

1 What is Christine's challenge?
2 Why is she doing it?
3 What are the problems?

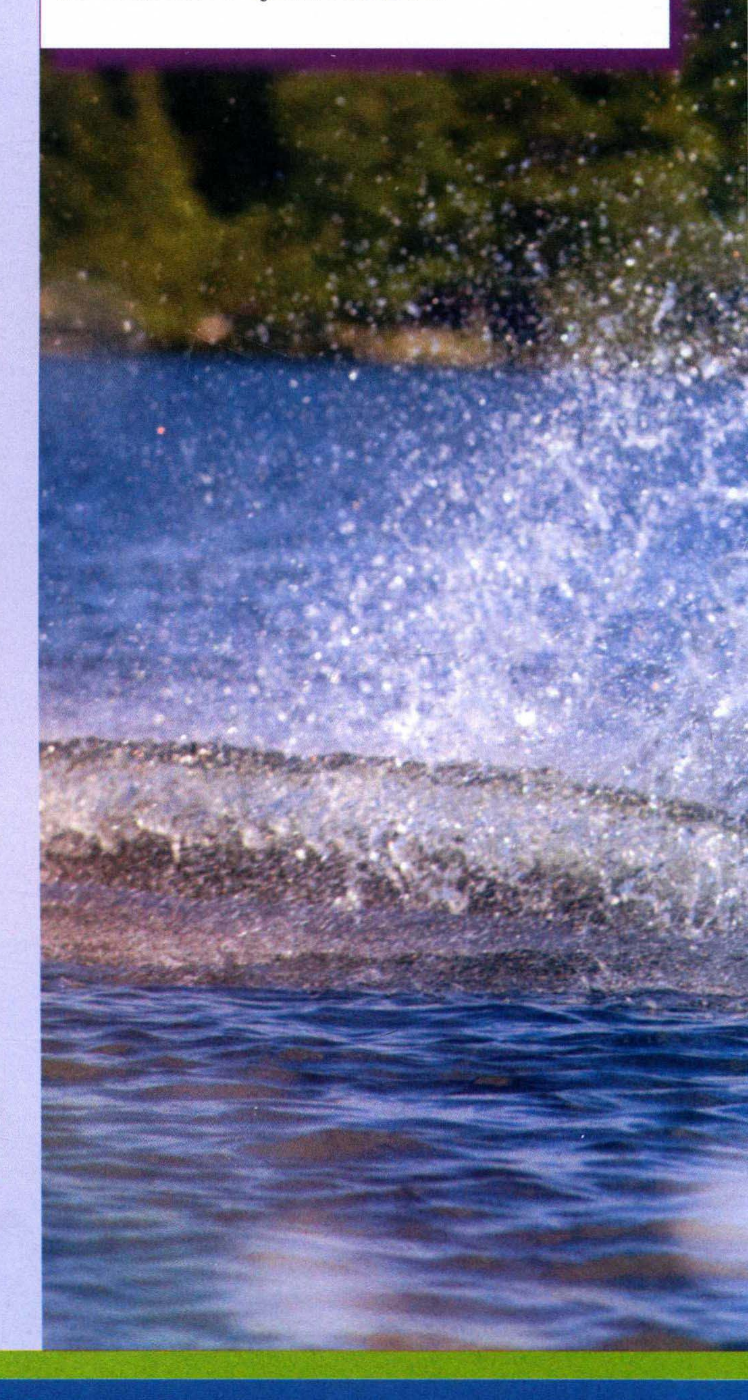
BBC

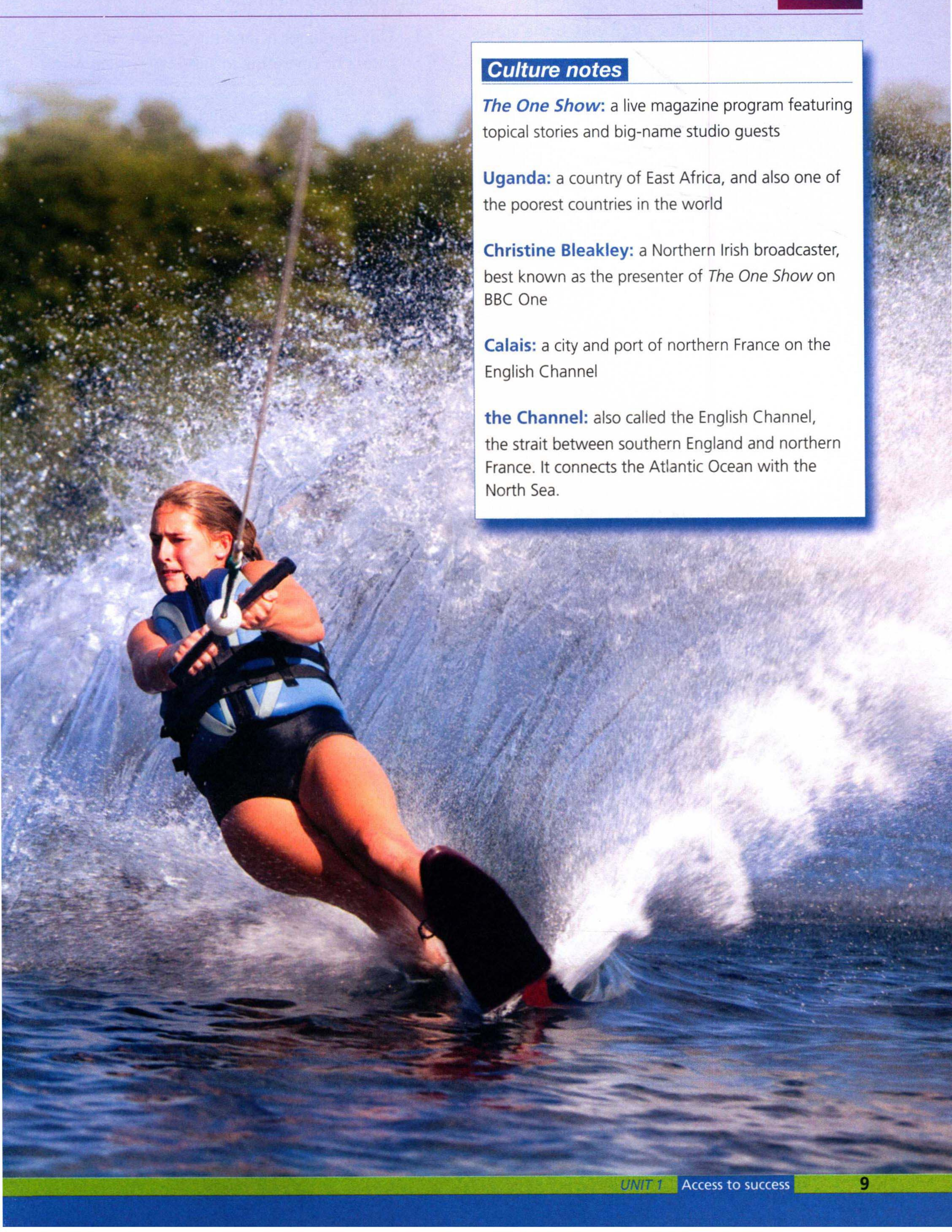
The One Show: Water Ski Challenge

Sport Relief is a UK charity event which asks celebrities to perform sporting challenges in order to raise money to help needy people in both the UK and the world's poorest countries. After visiting Uganda with Sport Relief, Christine Bleakley, a presenter on *The One Show* (a BBC magazine show), decided to accept a sporting challenge herself. She agreed to water ski across the English Channel from the UK to France. It was an incredibly tough challenge because Christine had never been on water skis before. After a few months' training, she attempted the crossing in the middle of winter. Would her physical and mental determination help her to complete the challenge, or would she give up halfway? Could she add this outstanding achievement to her already successful career?

New words

Sport Relief 英国的一项体育慈善募款活动
Uganda /juːˈgændə/ 乌干达（非洲国家）
Christine Bleakley /ˌkrɪstiːn ˈbliːkli/ 克里斯汀・布利克利
sub-zero /ˌsʌbˈzɪərəʊ/ *a.*（温度）零度以下的
landmark /ˈlændˌmɑːk/ *n.* 里程碑
adrenalin /əˈdrenəlɪn/ *n.* 肾上腺素（一种化学物质，让人在恐惧、兴奋或愤怒时精力猛增）
Calais /ˈkæleɪ/ 加来（法国港市）
the Channel /ðə ˈtʃænl/ 英吉利海峡





Culture notes

***The One Show*:** a live magazine program featuring topical stories and big-name studio guests

Uganda: a country of East Africa, and also one of the poorest countries in the world

Christine Bleakley: a Northern Irish broadcaster, best known as the presenter of *The One Show* on BBC One

Calais: a city and port of northern France on the English Channel

the Channel: also called the English Channel, the strait between southern England and northern France. It connects the Atlantic Ocean with the North Sea.

WHILE ▶ you view

3 Read the statements. Then watch the video clip and check (✓) the true statements.

☐ 1 Christine completed the challenge without ever falling off her skis.

☐ 2 Christine attempted to cross the Channel but failed.

☐ 3 Christine crossed the Channel successfully despite falling a lot during the first half.

☐ 4 Christine nearly completed the challenge, but fell in the end and broke her leg.

Now watch again and check your answers.

4 Read the statements. Then watch the video clip again and number the statements about Christine's feelings and experiences in the order you hear them.

____ a My arms and body hurt so much but I just don't want to give up.

____ b But despite my best efforts, the wind and waves mean I can't stop myself falling.

____ c After several falls into the freezing water I already feel like I can't take much more.

____ d I can see France. And nothing is going to stop me.

____ e I feel like I am in some sort of a … odd dream.

____ f This could be an impossible challenge.

____ g I'm determined not to fall in but I soon realize determination might not be enough.

Now watch again and check your answers.

5 Read the statements. Then watch the video clip again and fill in the blanks.

1 This challenge is incredibly tough. She is gonna be operating in sub-zero temperatures for over ________________.

2 If she makes this, it will be a true achievement and a ________________ for Sport Relief.

3 She's fallen in __________ in just 10 miles. That simply isn't good enough for this challenge. She has got to dig in now and start to __________.

4 She's starting to fly now. Now we start to believe that she could truly ________________.

5 The hands have gone, the back's going, the legs are tired, but we've still got ________________ to go.

6 The first woman to water ski across the Channel in the winter, having only got on water skis ________________ ago. She is remarkable. It's a truly ________________.

Now watch again and check your answers.

AFTER ▶ you view

6 Work in pairs and discuss the questions.

1 What do you think about Christine's achievement?

2 Would you do anything like this in order to raise money to help people in need? Why or why not?

Speaking for communication

Role-play

New words

Cairo /'kaɪərəʊ/ 开罗（埃及首都）
touristy /'tʊərɪsti/ *a.* 挤满游客的
pyramid /'pɪrəmɪd/ *n.* 金字塔
apprenticeship /ə'prentɪsʃɪp/ *n.* 当学徒

1 Listen to a conversation. Check (✓) what the two people talk about.

☐ **A** Language learning.
☐ **B** Intelligent people.
☐ **C** Interesting hobbies.
☐ **D** Importance of education.

2 Read the questions. Then listen to the conversation again and find the answers.

1 Why does the man think the boy from Egypt is intelligent?

____

2 Why does the woman think her two friends are intelligent?

____

3 Why are qualifications useful, according to the woman?

____

4 What does the woman say about "real-life experience, traveling, going out and meeting people, talking?"

____

3 Read the statements. Then listen to the conversation again and fill in the blanks.

1 ______________, he doesn't go to school. But for me, he's super-intelligent.
2 But you know, ______________, I do think qualifications are useful in some ways.
3 Exactly. ____________________. Just like the boy from Egypt.



Culture notes

Cairo: the capital and the largest city of Egypt in the northeast part of the country on the Nile River

SPEAKING SKILLS

Referring to what you said earlier

The speaking skill in this unit is referring to what you said earlier. In daily conversations, you sometimes need to clarify your opinions and try to eliminate misunderstandings. You can use some expressions to refer to what you said earlier, so that you can restate your opinions and keep the conversation going smoothly. The following expressions are helpful in achieving this purpose:

- If you have already given an opinion that someone else is now giving, you can say *That's what I was saying.*
- If you have already said something, you can say *like I said.*
- If you have said something but now want to give a different opinion, you can say *Having said that ...*

The following are more expressions for referring to what you said earlier:
as I said at the beginning, as I mentioned earlier, I told you a few minutes ago that ..., to repeat what I have said so far, as I have already told you, as previously mentioned

4 Work in pairs and role-play the following situations. Use the skills for referring to what you said earlier.

Situation 1
Discussing the advantages and disadvantages of studying abroad

A You want to know Student B's opinion about studying abroad.
1 Ask Student B for his / her opinion about studying abroad.
2 Agree with Student B and add your own opinion.

B Student A is asking about your opinion about studying abroad.
1 Give your opinion.
2 Agree with Student A's opinion.

Situation 2
Discussing who you would turn to for help when in trouble

A You want to know who Student B would turn to for help when in trouble.
1 Ask Student B who he / she would turn to for help when in trouble.
2 Agree with Student B at first and add your own opinion.
3 Persuade Student B to agree with you.

B Student A is asking you who you would turn to for help when in trouble.
1 Give your opinion.
2 Stick to your own opinion.
3 Agree with Student A.

Group discussion Talking about a challenge / an achievement

Get ideas

New words

scuba dive /ˈskuːbə ˌdaɪv/ *v.* 水肺潜水
quarry /ˈkwɒri/ *n.* 采石场

1 Listen to a woman talking about a challenge and answer the questions.

1 What was the speaker's challenge?
2 Was it a good or bad experience?
3 What did she find easy?
4 What problems did she have?
5 Did she succeed?

2 Read the expressions. Then listen to the talk again and check (✓) the ones you hear.

- ☐ 1 I found it really quite easy.
- ☐ 2 It was … that I had trouble with.
- ☐ 3 We were very nervous.
- ☐ 4 At first, I couldn't … but then I started to …
- ☐ 5 One thing I tried …
- ☐ 6 The more I tried the harder it got.
- ☐ 7 I got very frustrated.
- ☐ 8 I didn't know how to …
- ☐ 9 But eventually I managed it.
- ☐ 10 It was a really difficult challenge.
- ☐ 11 For me, it was quite an achievement.

Culture notes

scuba diving: the sport of swimming under water while breathing through a tube that is connected to a container of air on your back

Discuss and organize ideas

3 Work in groups of four. Share with your group members one of your challenges / achievements with the help of questions 1-5. You may refer to the expressions in Exercise 2. Take notes in the following table while others are talking about their challenges / achievements.

1 What was your challenge?
2 Where were you?
3 Who were involved?
4 How did you do it?
5 Did you succeed?

Group members	What	Where	Who	How	Results
Student A					
Student B					
Student C					

4 Decide on the most impressive challenge / achievement your group would like to share with other classmates.

5 Plan your talk. Use your notes to help you organize the ideas.

Present ideas

6 Present your talk to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Talk about my challenge / achievement in an organized way.
☐ Make appropriate use of the key expressions.
☐ Use appropriate tenses when talking about my challenge / achievement.
☐ Use different words and sentence patterns to add variety to my talk.

PUBLIC SPEAKING SKILLS

Introduction to public speaking

Public speaking is the act of speaking to a large group of people in a highly organized and deliberate manner. It intends to inform, persuade, or entertain a listening audience.

Importance of public speaking

Knowing the art of public speaking is very important. The ability to speak confidently and convincingly in public not only will make you stand out while in college, but also will enable you to take an active role in your workplace and community in the future. There are many occasions on which you need to or will likely be asked to give a speech, such as in classroom presentations, at school meetings, national or international conferences, graduation ceremonies, awards ceremonies, reception parties, or wedding parties.

Types of public speaking

Public speaking can be classified into three general types, namely, informative speaking, persuasive speaking, and special occasion speaking. The informative speech intends to convey knowledge and increase the listeners' understanding of a topic. The persuasive speech aims to influence the attitudes, beliefs, or actions of the listeners with respect to the topic. Special occasion speeches are given in special events, such as an opening or closing ceremony, an anniversary, a retirement party, a reception dinner, a wedding party, and so on.

Preparation of a public speech

Public speaking often involves two major stages of work: preparation and delivery. To prepare a speech, you should start with an audience analysis and decide on a speech topic and purpose. There are many elements about your audience to consider, such as: age, gender, education, occupation, language, ethnicity, culture, background knowledge, needs and interests, as well as previously held attitudes, beliefs, or values. The more you know and understand about your audience, the better you will choose a topic and prepare the speech.

After you analyze your audience and set a speech objective, you need to gather materials to support your idea. Examples, stories, statistics, and testimony are four major types of supporting materials. You can gather these materials from the Internet, journals, magazines, books, newspapers, or your personal experience. After you gather sufficient materials about the topic, you then need to organize them clearly and logically.

A good speech, like a piece of good writing, must have a clear structure. It usually has three distinctive parts: introduction, body, and conclusion. In the introduction, you grab the attention of your audience and get them interested in your speech. In the body, the largest part of any speech, you form a few main points on your speech subject, and provide detailed information to support them. In the conclusion, you summarize the main points of your speech, and then end with a final thought or a call to action.

The language of a speech tends to be different from that of writing. In a speech, shorter and simpler words and sentences are preferred to long and complex ones so that the listening audience will understand well. Besides, in order to evoke emotional responses in the audience, various kinds of rhetorical devices (修辞手段) are often employed to add power to the speech language.

Delivery of a public speech

To successfully deliver a speech, you need to do a lot of work as well. For example, you need to make effective use of your voice and body so as to convey message clearly and vividly. Maybe you also need to prepare some visual aids such as PowerPoint to help your audience understand you well.

In later units of this book series, you will find detailed introductions about these key elements of public speaking. The following table shows the arrangement of these key elements.

Units	Book 3	Book 4
1	Introduction to public speaking	Persuasive speeches: Methods of persuasion
2	Micro-skills: Overall organization of a speech	Persuasive speeches: Organizational pattern (I)
3	Micro-skills: Language use in public speaking	Persuasive speeches: Organizational pattern (II)
4	Micro-skills: Delivering a speech	Impromptu speeches
5	Informative speeches (I)	Special occasion speeches: Formal toast speeches
6	Informative speeches (II)	Special occasion speeches: After-dinner speeches
7	Special occasion speeches: Introduction speeches	Special occasion speeches: Graduation speeches
8	Special occasion speeches: Acceptance speeches	Special occasion speeches: Farewell speeches

1 Read the following speech.

Success is in the details

1 Before I start, I ask you to imagine a scene. You have been assigned by your boss to make a presentation about your recent project, and you are determined to make it a success. After all, it's a great chance for you to showcase yourself and catch attention. You sit up all night preparing for it. The next day, when you arrive at the meeting room, you see it's filled with expectant audience – your colleagues, supervisors, and boss. Your presentation is all ready to go. You feel good. As you begin your PowerPoint presentation, you can even visualize the celebrating crowds in your office.

2 Then suddenly, you notice a silence. You wonder why. As you turn to look at your PowerPoint screen, you are hit by the simple spelling errors on it! You feel bad. Throughout the whole presentation, you are embarrassed and apologize each time a spelling error occurs. The presentation turns out to be a failure.

3 In real life, people want to succeed in things they do. So, they make every effort to grasp the big things. They assume that as long as they take care of the big things, everything else will fall into place on its own. But that simply is not the case. While the big things are important, success lies actually a lot in the minute details. Countless examples have proved that once you learn to perfect the little things, you have put yourself on the path to success.

4 You can never deny that the most important things in life start small. Mountains are but a collection of tiny grains of sand. Humans and animals start as microscopic cells. Revolutions and great inventions begin as simple ideas. Without these small things, nothing big will come into existence.

5 You can never deny either that small acts of kindness, a smile, a word of thanks or feedback to someone can have a positive impact on others and will in turn affect your level of success. Saying "hello", "thank you", "may I help you" and "have a nice day" are all small gestures of kindness. Yet for many shoppers, it is these small friendly gestures that will make them remember your store.

6 You will definitely agree that job seekers, no matter how qualified they are, need to ensure that they have accurate and error-free resumes to win a chance to be interviewed. Retailers, no matter what premium (高品质的) goods they have, must ensure that their display of goods and strategies of customer engagement will encourage return visits. Food products, no matter how tasty they are, must look appealing in groceries and restaurants to attract repeat customers.

7 You may also have realized that the success of a marriage or relationship comes from your daily endeavor to offer a small and unexpected gesture of love, respect, and appreciation to your special someone. These little things will go a long way in building a strong relationship, and will surely eliminate most of the complaints your partner might put forth.

8 In a word, greatness is often wrapped in essential smallness. Neglect of little details deprives us of the chance to succeed. As Steve Jobs, the former CEO of Apple Inc., said, "Everything is important – that success is in the details." We need to take care of the big things, such as setting a clear goal for ourselves or our organizations, and establishing strategic plans. But we cannot ignore the little things because it is they that will multiply our success.

2 Answer the following questions.

1 What is the purpose of the speech?
2 Who are most likely to be the audience of this speech?
3 What are the language features of the speech? In particular, what types of words and sentence structures are mainly used? What rhetorical devices can be found?

3 How is the speech structured? Complete the following outline.

Introduction: Para. _____ to Para. _____.

1 The speaker grabs the attention of the audience to the topic by _________________.

2 The thesis statement is ____.

Body: Para. _____ to Para. _____.

The speaker provides _________________ to support the central idea.

Conclusion: Para. _____.

The speaker reinforces the central idea by _________________________________.

Further practice in listening

Short conversations

New words

John Barrett /ˌdʒɒn ˈbærɪt/ 约翰 · 巴雷特

Listen to five short conversations and choose the best answer to each question you hear.

1 A Call the secretary again at 10 today.
  B Make another appointment.
  C Express his thanks for the call.
  D Cancel the meeting with the secretary.

2 A She will buy another calculator.
  B She wants the man to buy a calculator.
  C She will give the man a calculator for a coffee.
  D She wants to invite the man for a coffee.

3 A Go to graduate school.
  B Study career development.
  C Pursue something abstract.
  D Work on theoretical mathematics.

4 A Ken has something wrong with his ears.
  B Ken is better known than before.
  C Ken attended the important lecture.
  D Ken is always absent-minded.

5 A The job is hard especially in summer.
  B The job involves a lot of difficulties.
  C The job is challenging but rewarding.
  D The job is inviting only in terms of its pay.

Long conversation

New words

Pearl /pɜːl/ 珀尔
Stacey /ˈsteɪsi/ 斯泰西
grade point average *n.*（美）（学生各科成绩的）平均积分点

Culture notes

grade point average (GPA): a number which is the average mark received for all the courses a student takes and shows how well the student is doing in the US education system

***Great Expectations*:** one of the great novels of Charles Dickens, a British novelist in the 19th century

Listen to a long conversation and choose the best answer to each question you hear.

1 A To get permission to attend his class.
  B To get permission to quit his class.
  C To get permission for a sick leave.
  D To get permission to get her essay back.

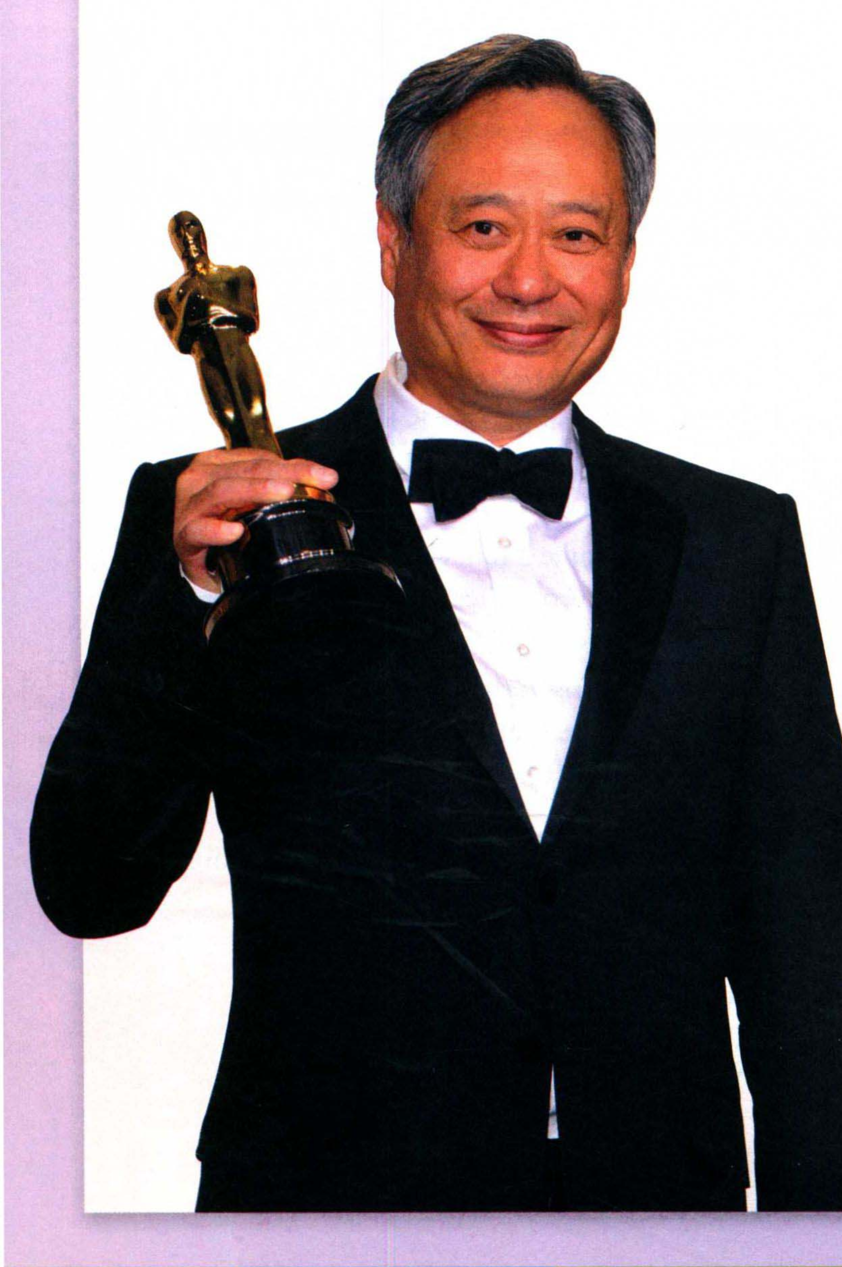
2 A She faces the danger of lowering her grade point average.
  B She cannot take a film class next semester.
  C She wants to cover her humanities requirements.
  D She has difficulty in reading *Great Expectations*.

3 A Sign up for free tutoring in writing.
  B Work with Dr. Pearl at his office every day.
  C Work with Dr. Pearl at The Found Librarian every day.
  D Go to the University Writing Center at 11 a.m. each Friday.

4 A Disappointed.
  B Indifferent.
  C Patient.
  D Satisfied.

New words

screenplay /'skriːnˌpleɪ/ *n.* 电影剧本
Ang Lee /ˌæn 'liː/ 李安（著名华人导演）
golden statue /ˌɡəʊld(ə)n 'stætʃuː/ （奥斯卡）金像
perseverance /ˌpɜːsɪ'vɪərəns/ *n.* 毅力
immeasurable /ɪ'meʒərəbl/ *a.* 不可估量的；无限的



Passage 1

Listen to a short passage and choose the best answer to each question you hear.

1 A When he applied to study film at the University of Illinois.
  B When he competed for available roles on Broadway.
  C When he boarded a flight to the US.
  D When he graduated from the film school.

2 A Helping film crews with the equipment at the beginning of his career.
  B Working as editor's assistant at the beginning of his career.
  C Being refused repeatedly by production companies when shopping a screenplay.
  D Struggling through six years of annoying, hopeless uncertainty.

3 A Because he wanted to learn some skills to be employed.
  B Because he was interested in computer.
  C Because his wife encouraged him to do so.
  D Because he thought it would help with moviemaking.

4 A He would sooner or later win a golden statue.
  B He has a talent in making films.
  C He would obtain funding for his screenplay sooner or later.
  D He is very persistent and can also sacrifice for his family.

Culture notes

Broadway: a street in New York City where there are many theaters. Broadway and the area around it is the center of the city's theater industry.

Ang Lee: a famous Taiwan-born film director who has won the Academy Award for Best Director twice.

Passage 2

New words

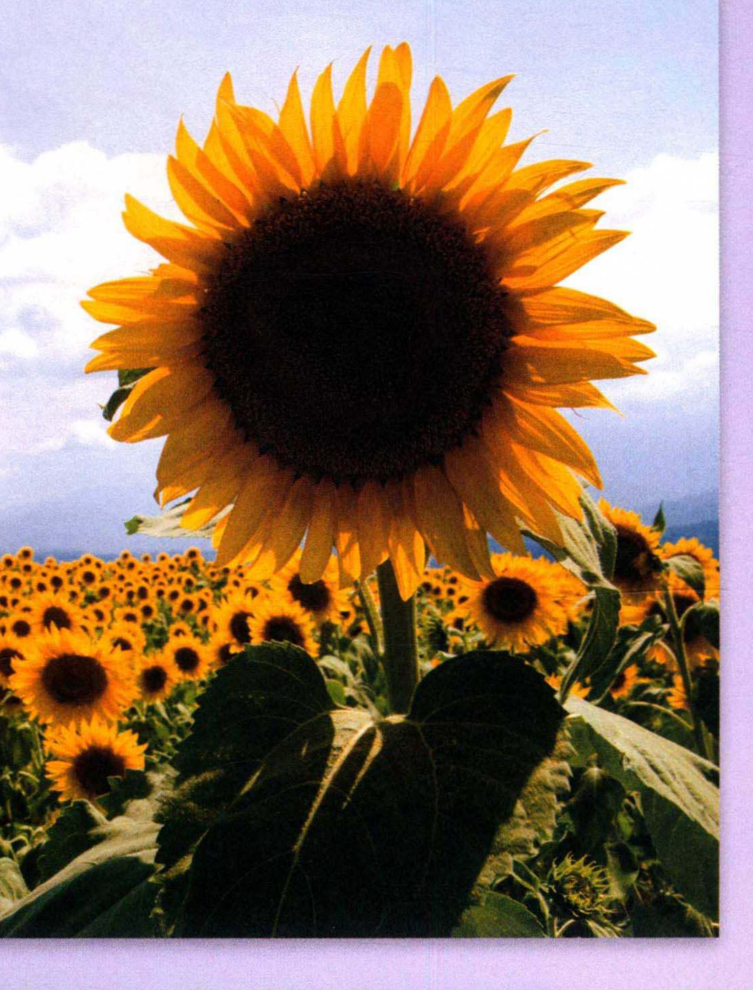
justifiably /ˈdʒʌstɪˌfaɪəbli/ *ad.* 无可非议地
radiate /ˈreɪdiˌeɪt/ *v.* 流露，显示（感情或态度）
magnet /ˈmæɡnɪt/ *n.* 磁铁

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Nothing succeeds like confidence. When you are truly and justifiably confident, it radiates from you like sunlight, and attracts success to you like a magnet. It's so important to 1) ________________ yourself. Believe that you can do anything under any 2) __________, because if you believe you can, then you really will. That belief just keeps you 3) ________________ success, and then pretty soon you can get it. Confidence is more than an attitude. It comes from knowing exactly where you are going, and how you are going to get there. It comes from 4) ________________ purpose. It comes from a strong commitment to take 5) __________, rather than just let life happen.

One way to develop self-confidence is to do the thing you fear and get a record of successful experiences behind you. Confidence does not equal self-importance. Self-importance is born out of fear and 6) __________, while confidence comes from strength and 7) __________. Confidence is not just believing you can do it. Confidence is knowing you can do it, and knowing that you are capable of 8) __________ anything you want.

Anything can be achieved through focused, determined effort, commitment and self-confidence. If your life is not what you 9) ________________, you have the power to change it, and you must make such changes on a moment by moment basis. Live with your goals and your plan of action, and live each moment with your 10) __________ in mind, then you will have the life you want.



Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about success.	☐	☐
I can take notes by using a keyword outline in listening.	☐	☐
I can refer to what I said earlier in speaking.	☐	☐
I can talk about my challenges / achievements.	☐	☐
I have got a basic understanding of public speaking.	☐	☐



Emotions speak louder than words

Learning objectives

- talk about different emotions
- identify the problem-solution pattern in listening
- give news in an appropriate way
- present memorable moments that you have experienced in life
- learn the overall organization of a speech

Opening up

1 Look at the pictures and read the text. Then match the pictures A-F with the emotions. What emotions do you think these people are feeling? Why are they feeling them?

According to BBC *Focus* magazine, there are six basic emotions which we all experience, recognize in other people, and show in our own facial expressions. They are:

____ 1 Fear – probably the most basic emotion. Fear activates a part in our brain which allows us to escape from danger.

____ 2 Anger – our ancestors used this emotion to try and deal with a problem rather than run away from it.

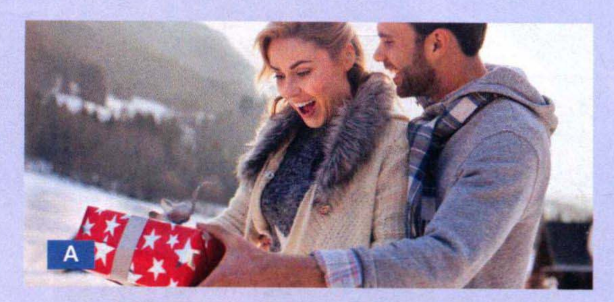
____ 3 Distress – loss or tragedy prompts a feeling of sadness. This often results in tears, a lump in the throat and a feeling of heaviness in the chest. See a sad person and you may feel sad, too.

____ 4 Joy – the simplest things can induce this, like a kind word, or a sunny day. This is the most positive emotion and a great motivator as we will actively try to repeat activities which bring us joy.

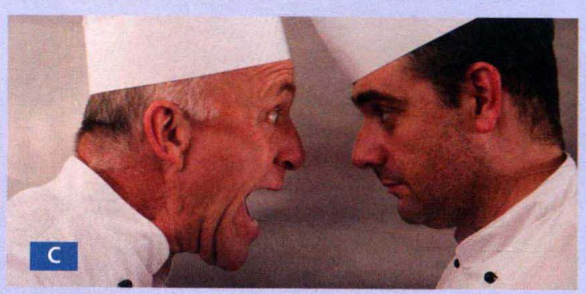
____ 5 Surprise – life is unpredictable, so surprise is a useful emotion. When something surprising happens to us, we raise our eyebrows to open our eyes wider, to allow us to see more clearly what is happening.

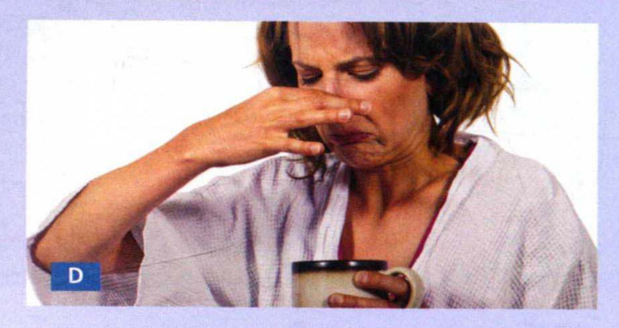
____ 6 Disgust – we will naturally feel disgust at certain objects and smells (like the smell of rotten food). We move away from these things so this emotion protects us.

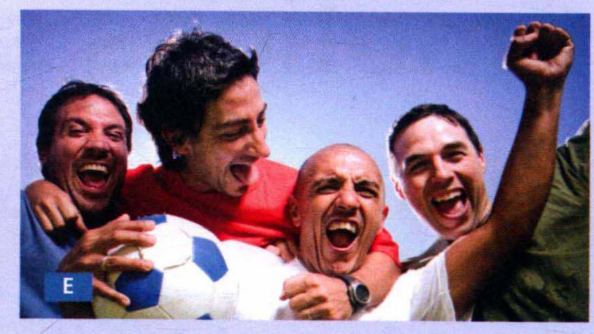
2 When was the last time you felt these emotions? Give some examples.


A


B


C


D


E


F

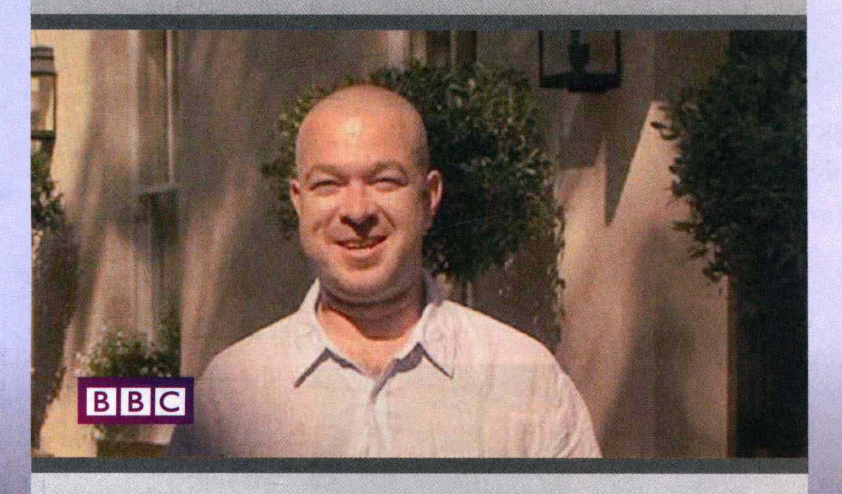
Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Pasha uses.







I'm in a really good 1) _________ today. The 2) _________ is out and that always brings a 3) _________ to my face. How are you 4) _________ today?

Now watch again and check your answers.



3 *How are they feeling today?* Look at the people below and read the statements. Then watch Part 2 of the podcast and match the people's feelings to the reasons.

____ 1 
She's feeling stressed.

____ 2 
She's excited.

____ 3 
She's feeling pretty good.

____ 4 
He's feeling well-balanced and optimistic.

____ 5 
She's feeling really good.

a is having a day out with a friend and they're having a fun time
b has a lot of work to do
c is wandering about London and the day is beautiful
d had a good start to the day
e is doing a documentary on film for a school project

Now watch again and check your answers.

4 *Would they describe themselves as an optimist or a pessimist?* Look at the people below and read the statements. Then watch Part 3 of the podcast and check (✓) the true statements.

☐ 1 
She thinks that it's best to do what you can think of.

☐ 2 
He would feel bad if he is let down in things.

☐ 3 
Generally, he is optimistic about himself.

☐ 4 
She always feels frustrated when getting in a tricky situation.

☐ 5 
Although preparing for the worst, eventually he is often happy to see that things go well.

Now watch again and check your answers.

New words

Part 3

cheesy /'tʃiːzi/ *a.* 不诚恳的；虚伪的

tricky /'trɪki/ *a.* 难处理的；棘手的

Part 4

distinction /dɪ'stɪŋkʃn/ *n.*（考试成绩的）优秀

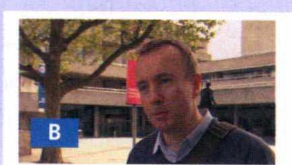
solicitor /sə'lɪsɪtə/ *n.*（英国的）初级律师，事务律师

culmination /ˌkʌlmɪ'neɪʃn/ *n.* 结果

5 *What's the best thing that's happened to them this year?* Look at the people below and read the statements. Then watch Part 4 of the podcast and fill in the blanks.



The best thing that has happened to me in the last 12 months is the 1) ________________ ________ that my wife and I opened in Oxford 2) ____________.



The best thing that's happened to me this year is the success I've had in the garden, growing 3) ________________.



I went to Canada to 4) ________________ with my boyfriend, um, a couple of weeks ago and that was really nice: We got to see lots of 5) ________________.



Um, getting into university. It was really er, difficult 'cause there was a, there's (there were) a lot of 6) __________, um, at very high standard and I managed to er, get a spot.



The best thing that happened to me this year was 7) ____________________ um, as a trainee solicitor at a firm in London.

Now watch again and check your answers.

6 Work in pairs and discuss the questions.

1 How are you feeling today? Why?
2 Would you describe yourself as an optimist or a pessimist? Why?
3 What's the best thing that's happened to you this year?

Listening

BEFORE ▶ you listen

1 Work in pairs. Discuss what advice you would give to someone who:

1 is nervous about a job interview.
2 is stressed about his / her studies.
3 has too many things to do.

LISTENING SKILLS

Identifying the problem-solution pattern

The problem-solution pattern is very common in text organization. This basic pattern can be extended to consist of several parts: problem, cause, effect, solution and evaluation. In listening, you can grasp the overall structure of a talk by recognizing different parts of the pattern and organize the notes accordingly.

For example, here is a talk about the bad effects of TV on children.

Sitting too much in front of the TV is harmful for children. Watching too much TV reduces their learning abilities, academic achievement, and even the likelihood of their graduating from school.

It is usual for children to get attracted to TV. With their busy life, working parents find children watching TV a full-proof solution to their own inability to provide constructive pastimes for their children. In this sense, TV is really a free babysitter. In addition, children sometimes stay at home alone without parents' supervision. They in fact make it a habit of doing even their homework while watching TV. Indulging in watching TV also reduces their time for exercise, for pursuing their hobbies or for other self-improvement activities.

There is no easy solution to this problem. You can limit the number of TV-watching hours of your children by moving the TV out of your children's bedroom. Certainly, the most effective way is regularly setting aside special hours to spend with your children to make them forget the temptation of TV.

While listening, you could take notes as follows:

I Problem: Children watching too much TV

II Causes:

1 Parents busy – use TV as a babysitter

2 Children home alone – no adult supervision

III Solutions:

1 Limit the number of TV-watching hours

2 Spend more time with children

Identifying the different parts of the problem-solution pattern may be fundamental for you to grasp the structure of a talk. Therefore, it is an important skill you should develop in listening to improve overall comprehension.

Now you are going to listen to a radio program talking about how to deal with some negative emotions. Try to identify the cause of these emotions as well as their solutions and the evaluation of the solutions.

WHILE ▶ you listen

2 Read the statements. Then listen to a radio program and fill in the blanks.

1 A report out last year shows that ____________ ________________. One in 10 people say that they've trouble ________________________.

2 Traffic jams, airports, call centers, computer crashes – they can all ____________________, and anger is difficult to control.

3 So, with destruction therapy, you use your anger to destroy something, but ____________ ________.

4 When we finish the session, you'll ____________ ________.

5 So, in Mexico, for example, they use ________ ___________ in hospitals. A group of people go around the hospital, visiting the patients, and, basically, ________________________, by telling them jokes, or ________________.

6 Absolutely! They feel better, and ____________ __________.

Now listen again and check your answers.

3 Classify the sentences in Exercise 2 into corresponding categories according to the information introduced in Listening Skills.

Problem: ______________________________

Cause: ________________________________

Solution: ______________________________

Evaluation: ____________________________

New words

metropolitan /ˌmetrəˈpɒlɪt(ə)n/ *a.* 大城市的；大都会的

Metropolitan University 城市大学

4 Read the statements. Then listen to the radio program again and check (✔) the true statements and correct the false ones.

☐ **1** If you think about your anger situation while using the destruction therapy, the therapy will be much more satisfying.

☐ **2** In Spain, some companies send their workers to build hotels when they feel that their workers are stressed, or they need to build a team.

☐ **3** On average, children laugh up to 100 times a day, but adults only laugh about 17 times a day.

☐ **4** Laughter therapy can help people feel less pain.

AFTER ▶ you listen

5 Work in pairs and discuss the questions.

1 Do you think destruction therapy and laughter therapy are good ideas? Why or why not?

2 What other methods can you think of to deal with the problem that people are getting angrier in modern society?

Viewing

BEFORE ▶ you view

1 Read the program information below and answer the questions.

1 What two things do the female characters have in common?

2 How do you think Angel "saves" the four women?

BBC

Tess of the d'Urbervilles

This film of Thomas Hardy's 19th-century novel tells the tragic story of Tess, the daughter of uneducated peasants in rural Wessex, the semi-fictional setting for many of Hardy's novels. In this episode, Tess and three other dairymaids are all in love with Angel Clare, the son of a local clergyman. On their way to church one Sunday, the four dairymaids find their way blocked by a flood, but fortunately Angel arrives to "save" them.

New words

Tess of the d'Urbervilles /tes əv ðə 'dəbəˌvɪlz/ 《德伯家的苔丝》（小说名）

Thomas Hardy /ˌtɒməs 'hɑːdi/ 托马斯·哈代（英国小说家、诗人）

Wessex /'wesɪks/ 威塞克斯（托马斯·哈代笔下虚构的地名）

semi-fictional /ˌsemi'fɪkʃnəl/ *a.* 半虚构的

dairymaid /'deərɪˌmeɪd/ *n.* 奶厂女工；挤奶女工

Angel Clare /ˌeɪndʒ(ə)l 'kleə(r)/ 安杰尔·克莱尔

clergyman /'klɜːdʒɪmən/ *n.* 神职人员

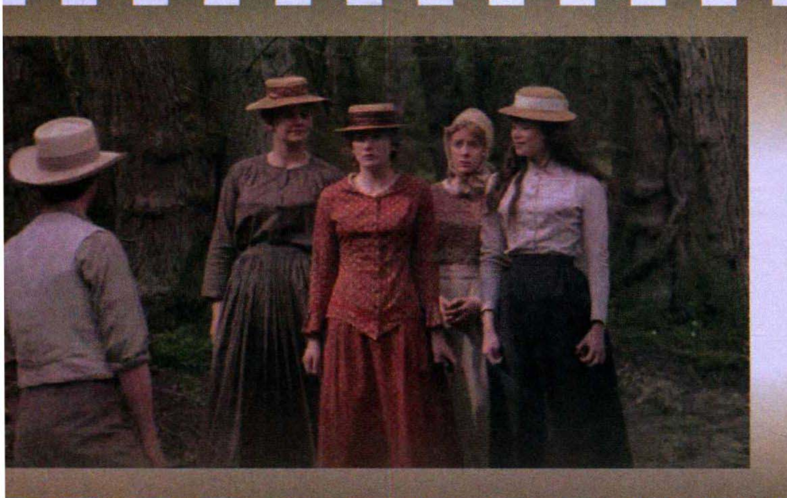
gossamer /'gɒsəmə/ *n.* 薄纱

billow /'bɪləʊ/ *n.* 滚滚移动之物（如烟或蒸汽）

Culture notes

***Tess of the d'Urbervilles*:** a novel written by Thomas Hardy, published in 1891. It is considered Hardy's masterwork.

Thomas Hardy: an English novelist and poet. Most of his works express stoical (坚忍的) pessimism and a sense of inevitable tragedy of life.







WHILE ▶ you view

2 Read the adjectives. How did each woman feel when she was carried across the water? Watch the video clip and check (✓) two adjectives for each person.

1 1st woman: eager / nervous / pleased
2 2nd woman: nervous / thrilled / awkward
3 3rd woman: expectant / excited / happy
4 4th woman: agitated (不安的) / eager / contented

Now watch again and check your answers.

3 Read the sentences and watch the video clip again. Who says each sentence? What do they mean by it?

1 There's nothing in it, Retty.
2 A nice easy one this time.
3 You wouldn't mind, would you, if I tried?
4 I've undergone three quarters of the labor just for this moment.
5 That's not what I meant, at all.

Now watch again and check your answers.

AFTER ▶ you view

4 Work in pairs and discuss the questions.

1 What would you do if you were Angel in the story?
2 What will you feel in the following situations:
   1) you get a surprising gift from someone you love;
   2) you are dumped by your boyfriend / girlfriend;
   3) you are misunderstood by your friend / parent.
3 How will you express your feelings to someone you love?



Speaking for communication

Role-play

1 Listen to seven conversations. Match the conversations 1-7 to pictures A-G . Then decide what the good news or bad news is in each situation.

1 ____
2 ____
3 ____
4 ____
5 ____
6 ____
7 ____



2 Read the expressions the speakers use to introduce the news. Then listen to the conversations again and write the conversation number next to each expression as you listen. Some expressions may appear in more than one conversation.

good news	
You'll never guess what.	☐
I've got some good news for you.	☐
I'm really pleased to tell you …	☐
bad news	
I'm sorry to have to tell you, but …	☐
I'm afraid I've got some bad news.	☐
Unfortunately, …	☐
… but there's something I've got to tell you.	☐
Bad news, I'm afraid.	☐
good or bad news	
We've got something to tell you.	☐
You know …	☐

3 Read the expressions. Then listen to the conversations again and check (✓) the ones you hear.

☐ 1 That's fantastic!
☐ 2 Congratulations!
☐ 3 Oh, that's a shame.
☐ 4 Thanks, anyway.
☐ 5 Oh, you're joking?!
☐ 6 Oh, you lucky thing!
☐ 7 Thank you very much!
☐ 8 That's terrible!
☐ 9 That's wonderful news!
☐ 10 Well done!
☐ 11 I'm so pleased for you.
☐ 12 That's really annoying.
☐ 13 That's awful! I'm really sorry to hear that.
☐ 14 I'm so glad to hear that.

SPEAKING SKILLS

Giving news

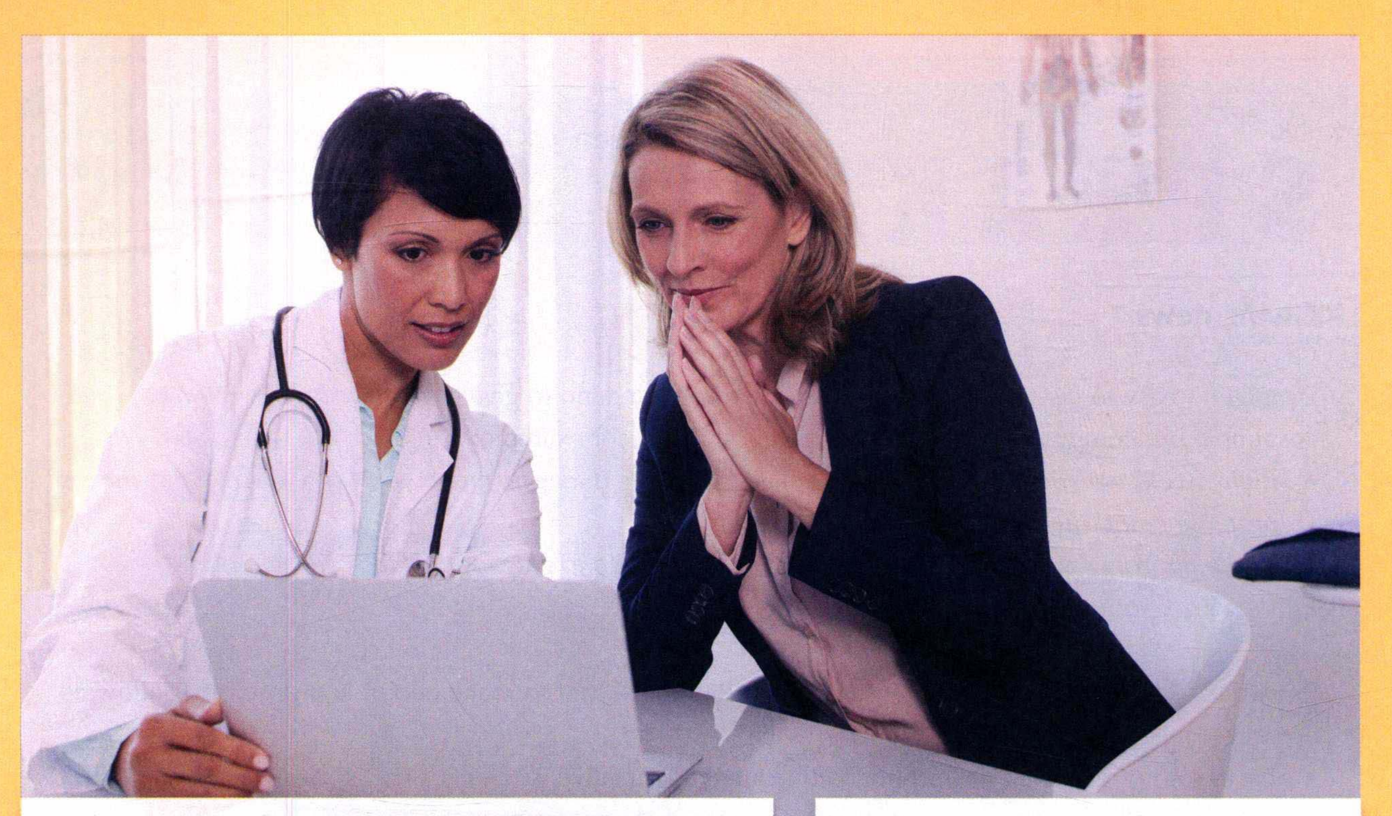
Usually it's easy to give someone good news, and people tend to give good news in a high voice. There are simple but common ways of introducing good news. For example:

- *Right, well, we've got some good news for you! We'd like to move you up a grade. That means promotion and quite a bit more money every month!*
- *We've got some good news for you ! You've been chosen to play football for your school!*
- *We've got some good news for you! You've won a prize!*

But what if you have some bad news to tell? If you don't want to make people too upset, the following tips might help:

- Try to start or end the conversation with something positive, so that it's not all bad. For example, *You did very well in the interview, but unfortunately we're not going to be able to offer you the position this time.*
- Use certain phrases to imply or introduce what you're going to say to get your listener prepared for the bad news, like *Unfortunately ..., I'm really sorry, but ...* or *I'm afraid I've got some bad news.*
- Try to give a reason for your decision since people like to know why things go wrong. For example, if someone doesn't get the job you offer, try to explain why. If you have to cancel an arrangement, try to give a reason.
- Try to use a low, soft, calm voice to make you sound kind. Say things to show you understand, like *I'm really sorry...* or *I know this must be disappointing.*

4 Work in pairs and role-play the following situations. Use the skills for giving news.



Situation 1

Giving and responding to good news

A You are the manager of the human resources department. Tell an interviewee that he / she has already been offered the job by your company after the job interview.

1 Tell the interviewee your impression of his / her interview a week ago.
2 Tell the interviewee your company's decision about his / her job application.
3 Express your understanding of the interviewee's rejection of the job.
4 Give your good wishes.

B You are an interviewee. Tell the manager that you have already been offered a job by another company, but still express your thanks for his / her kindness.

1 Express your thanks to the manager's positive comments on your job interview.
2 Decline the manager's offer politely and tell him / her your final decision.
3 Give thanks to the manager for his / her kindness of offering you the job.

Situation 2

Giving and responding to bad news

A You are a doctor, and you have to tell your patient the bad news that he / she has got gallstones (胆结石), and then answer questions from him / her.

1 Try to start with something positive before giving the bad news.
2 Calm down the patient and explain his / her situation.
3 Cheer the patient up.

B You are a patient. You are anxious about the result of your check-up, and you want to know what's wrong with you.

1 Ask anxiously the result of the check-up.
2 Ask if it is serious.
3 Ask if there is any solution.

Group discussion Presenting memorable moments

Get ideas

New words

half-brother / sister *n.* 同母异父（同父异母）的兄弟 / 姐妹

lighthouse /'laɪtˌhaʊs/ *n.* （为船导航的）灯塔

Norwegian /nɔː'wiːdʒ(ə)n/ *a.* 挪威的

prawn /prɔːn/ *n.* 对虾；大虾；明虾

blues /bluːz/ *n.* 布鲁斯音乐；蓝调

Culture notes

blues: a type of music which was developed by African American musicians in the southern United States. It is characterized by a slow tempo（节奏）and a strong rhythm.

1 Read the statements. Then listen to a man talking about a special weekend and check (✔) the true statements.

- ☐ 1 His brother organized a surprise weekend away.
- ☐ 2 They went on a boat trip to a lighthouse and slept there.
- ☐ 3 They went shopping with his brother's money.
- ☐ 4 They went to the movies and then had an expensive five-course meal.

2 Read the expressions. Then listen to the talk again and check (✔) the ones you hear.

- ☐ 1 One of the most memorable moments / events in my life was …
- ☐ 2 The happiest moment of my life was when …
- ☐ 3 It all started one day when …
- ☐ 4 I was so delighted when …
- ☐ 5 I had absolutely no idea.
- ☐ 6 The funniest thing that ever happened to me was …
- ☐ 7 That weekend is one of my happiest memories.



Discuss and organize ideas

3 Work in groups of four. Choose a topic you are most interested in from the following and share your relevant experience with the group members. You may refer to the expressions in Exercise 2. Take notes in the following table while others are talking about their experiences.

- The happiest thing that has ever happened to you.
- The most embarrassing thing that has ever happened to you.
- The funniest thing that has ever happened to you.
- The scariest thing that has ever happened to you.

Group members	When	Where	Who	What happened
Student A				
Student B				
Student C				
Student D				

4 Decide on the most impressive experience your group would like to share with other classmates.

5 Plan your talk. Use your notes to help you organize the ideas.

Present ideas

6 Present your talk to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Provide enough details about the event.
☐ Make use of appropriate tenses while describing the past event.
☐ Use different words and sentence patterns to add variety to my presentation.
☐ Pay attention to my tone of voice while describing the event.

Public speaking

PUBLIC SPEAKING SKILLS

Overall organization of a speech

A good speech should be well-organized. It contains three essential parts, which are the introduction, the body and the conclusion. Each part has its own purposes and functions. In addition, there should be proper connectives that link different parts or different ideas within the same part.

Introduction

The introduction prepares the audience for what you are going to talk about in the speech. It has four objectives:

1 Gain the audience's attention and interest (e.g. by asking questions, telling a story, or citing a famous quote);
2 Establish your credibility on the subject (e.g. by mentioning your own experience, knowledge or skills related to the topic);
3 State the central idea (i.e. the thesis);
4 Preview the main points to be presented.

Body

The body is the central part of your speech, where you present your idea in detail. In particular, you should do the following:

1 Give two to five main points;
2 Break down each main point into two or more sub-points;
3 Provide specific details.

The main points and sub-points form the skeleton of your speech. They will be sharp, clear and convincing only if you also provide specific details to support, explain, or expand them. Supporting materials can be examples, stories, statistics, testimony, etc.

Conclusion

The conclusion is the stage at which you bring your speech to a smooth ending. Important things you should do in this part include:

1 Signal the end (e.g. by using phrases such as *in conclusion, today I have introduced / talked about ...*, or *let me end by saying ...*);

2 Reinforce the central idea (e.g. by reviewing the topic or the main purpose, restating the thesis and the main points);
3 Give closing remarks (e.g. by citing a famous quote or referring back to the introduction).

Connectives

Connectives are words, phrases, or sentences that signal the change or shift from one idea to another and link different parts of your speech. There are four types of connectives:

1 Transitions, which connect two main points.
Now that we have explored the major causes of noise-induced hearing loss, let's move on to the measures we can take to prevent it.
2 Internal previews, which come at the beginning of a main point to give an overview of the sub-points.
In discussing how to tackle the problem, I will focus on two solutions, which are building a new campus and developing distance learning.
3 Internal summaries, which come at the end of a main point or a set of main points to remind the listeners of what has just been talked about.
[Internal summary] *Let's sum up what we have discussed so far. First, we have looked at the background of the war. Second, we have talked about the three major stages of its progression.*
[Transition] *Now let's see how this war influenced the American society.*
4 Signposts, which are short words or phrases (e.g. ordinal numbers like *first* and *second*) that indicate the progress of the speech.
The first advantage of electric vehicles is that they are energy efficient.
The second advantage is that they are environmentally friendly.
The third advantage is that they perform better than traditional gasoline-powered cars, with smoother operation and stronger acceleration.

By organizing your speech with a clear structure, you will be able to communicate your ideas logically and effectively. The introduction enables you to establish a clear purpose at the start. The body presents your main points with specific supporting information. The conclusion signals the end of your speech and reinforces your central idea. These sections are coherently and smoothly joined by the use of appropriate connective devices.

1 Read the following speech on academic anxiety among college students.

How to overcome academic anxiety in college

1 I'm standing here today to talk about something that many, or possibly all of us, have experienced more or less in college. Take a moment to think about your school life. Have you ever felt nervous about a test that's coming up soon? Have you ever been worried about not being able to get a term paper done on time? What causes us to suffer from nerves in these and other similar situations is academic anxiety, a common emotional problem among college students. As a senior myself, I've once fretted (烦恼；发愁) over schoolwork: I was afraid that I might fail in a test; I panicked over deadlines ... And I've seen others around me face similar stress. But here I'd like to say that academic anxiety in college can be effectively tackled through sound approaches. I will first talk about the current situation of academic anxiety among college students, mainly its seriousness, and then I will introduce some effective methods that students can use to fight the problem.

2 How serious is the problem of academic anxiety in college, and what are its consequences? The truth is that academic anxiety is prevalent in colleges and universities across the country. According to the China Youth and Children Research Association, anxiety disorders, either directly or indirectly related to academic issues, increased 8 percent between 1992 and 2005. The percentage of students who sought help at counseling centers in 2012 reached 13 percent, the highest proportion ever found. If it stays long, academic anxiety can have various negative effects. It hinders your academic performance, making you unable to sleep well at night or hard to concentrate in class. In addition, it may lead to more serious psychological problems, including severe depression and suicide.

3 Now that we have seen how serious the problem is, let's look at what we can do to overcome the problem. I will introduce three methods – keeping things organized, making room for fun activities, and developing a healthy lifestyle.

4 First, keep things organized. Studies show that the pressure to meet deadlines is the primary cause of academic anxiety. However, you can reduce the stress by organizing things in advance. Keep track of your schedule and give yourself more time than you will need. For example, you can mark the due dates of assignments and papers on a calendar and plan your study sessions accordingly. With good preparation, you will feel confident and motivated about finishing work on time, and hence you can achieve better performance.

5 Second, make room for fun activities. You should have some entertainment to "escape" from textbooks once in a while. As the saying goes, "All work and no play makes Jack a dull boy." There are diverse resources on campus to explore. Sign up for a club, go to a party, or find a hobby, such as playing a sport or being part of a choir. By having some fun with other people, you can get something relaxing to do, free of the pressure to succeed.

6 Third, develop a healthy lifestyle. It is important to eat well, get enough sleep, and do regular exercise. If you have to stay up all night on certain occasions, then you should make time to get a few extra hours' sleep the next night. A healthy lifestyle will help

you stay energetic, decrease jitters (忐忑不安) and do well in class. According to a report published by Kansas State University, USA, there is a significant link between a healthy lifestyle and students' grade point average (GPA).

7 In conclusion, academic anxiety is a common emotional problem in college, but we can overcome it with proper strategies like being organized, sparing some time for fun and living healthily. Next time when you are about to take a test, I hope you won't toss and turn (辗转反侧) in bed the night before, but will be able to embrace it with confidence, ease and calm. Thank you!

2 Answer the following questions.

1 How does the speaker get the audience interested in the topic?
2 How does the speaker establish his / her credibility on the subject?
3 What is the thesis of the speech?
4 Which sentence previews the main points presented in the body?
5 What does the speaker do in the conclusion?
6 What types of connectives are used in the speech? Give at least two.

3 Complete the following outline of the body of the speech.

I Current situation
  A ______________________________ in colleges and universities across the country
    1 increasing rate of anxiety disorders
    2 high proportion of students seeking help at counseling centers in 2012
  B If it stays long, academic anxiety ______________________________.
    1 hinder academic performance
    2 cause more serious psychological problems

II ______________________________
  A keep things organized
    1 organize things in advance
    2 benefit: feel confident and motivated
  B ______________________________
    1 have entertainment to "escape" from textbooks
    2 diverse resources on campus
    3 benefit: get something to work on free of pressure
  C ______________________________
    1 eat well, get enough sleep, and do regular exercise
    2 benefit: stay energetic, decrease jitters and do well in class
    3 statistics from Kansas State University

Further practice in listening

Short conversations

Listen to five short conversations and choose the best answer to each question you hear.

1 A He is upset that his sister is missing.
  B He is tired of his sister's explanations.
  C He is dissatisfied with his sister's housework.
  D He's very unhappy at his sister's act.

2 A He is always in a bad mood.
  B He is rarely in a bad mood.
  C He often loses his temper.
  D He makes a fuss about losing his temper.

3 A He didn't make the joke about Horace on purpose.
  B He made Horace angry by calling his nickname.
  C He couldn't help Horace with his problem.
  D He offended Horace deliberately.

4 A He feels unsympathetic.
  B He feels it's too bad.
  C He feels it's unfair.
  D He feels disappointed.

5 A She can't get prepared for the interview.
  B She is confident about the interview.
  C She can't bear the all-week interview.
  D She is worried about the interview.

Long conversation

New words

Mount Rainier /ˌmaʊnt reɪˈnɪə/ 雷尼尔山（位于美国华盛顿州）
hiking /ˈhaɪkɪŋ/ *n.* 徒步旅行；远足

Culture notes

Mount Rainier: a mountain in the west of the state of Washington, US

Listen to a long conversation and choose the best answer to each question you hear.

1 A One or two times.
  B Two or three times.
  C Three or four times.
  D Four or five times.

2 A Because the man loves the yellow and blue flowers there.
  B Because he and his father had a lot of happy memories there.
  C Because the mountain is a good place for hiking and camping.
  D Because the mountain is the favorite place for his family.

3 A He had a heart attack and died peacefully.
  B He was attacked hard and died quickly.
  C He died peacefully when preparing dinner.
  D He died peacefully while sleeping on the bed.

4 A Boyfriend and girlfriend.
  B Teacher and student.
  C Husband and wife.
  D Boss and employee.

Passage 1

New words

analytically /ˌænəˈlɪtɪkli/ *ad.* 分析地；用分析法地

Listen to a short passage and choose the best answer to each question you hear.

1 A You will become less flexible.
  B You will experience more stress.
  C You will develop your own style of doing things.
  D You will become narrow-minded.

2 A By tackling the most difficult part first.
  B By doing merely the manageable part of the project.
  C By dividing them into smaller parts to finish one after another.
  D By imagining a positive sense of accomplishment.

3 A It can facilitate your learning.
  B It can make it easier for you to fall asleep.
  C It can give you a sense of confidence.
  D It can make you feel positive.

4 A Suggestions to reduce your stress to manageable levels.
  B Suggestions to deal with stress at school.
  C Tips to help you enjoy life.
  D Tips to get a good result in a fierce competition.



Passage 2

New words

exertion /ɪɡ'zɜːʃn/ *n.* 尽力；费力
circulation /ˌsɜːkjʊ'leɪʃn/ *n.* 血液循环

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Moods, say the experts, are emotions that tend to become fixed, 1) __________ an influence on one's outlook for hours, days or even weeks. That's 2) __________ if your mood is a pleasant one, but it will be a problem if you are sad, anxious, angry or lonely.

Perhaps one of the best ways to deal with such moods is to 3) __________________. Sometimes, though, there is no one to listen.

Modern science offers an abundance of drugs to deal with bad moods. But scientists have also discovered the practicability of several non-drug 4) __________ to release you from an unwanted mood. These can be just as useful as drugs, and have the added benefit of being healthier. So, the next time you feel out of sorts, don't 5) __________________ the drug store – try the following approach.

Of all the mood-altering self-help techniques, physical exercise seems to be the most 6) __________ cure for a bad mood. "If you could keep up the exercise, you'd be in high spirits," says Kathryn Lance, author of *Running for Health and Beauty*. Obviously, physical activity 7) __________________ mood changes.

Researchers have explained biochemical and various other changes that make exercise 8) __________________ drugs as a mood-raiser. Physical exertion such as housework, however, does little help, probably because it is not intensive enough, and people usually do it unwillingly. The key is physical exercise – running, cycling, walking, swimming or other sustained activities that 9) __________ the heart rate, increase circulation and improve the body's use of oxygen. Do them for at least 20 minutes a 10) __________, three to five times a week.



Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about different emotions.	☐	☐
I can identify the problem-solution pattern in listening.	☐	☐
I can give news, especially bad news appropriately.	☐	☐
I can describe memorable moments or events I've experienced.	☐	☐
I know how to organize a speech clearly and coherently.	☐	☐



Love your neighbor

Learning objectives

- talk about neighbors and communities
- distinguish fact from opinion in listening
- learn how to tell a story
- talk about planning a community
- know the rules about language use in public speaking

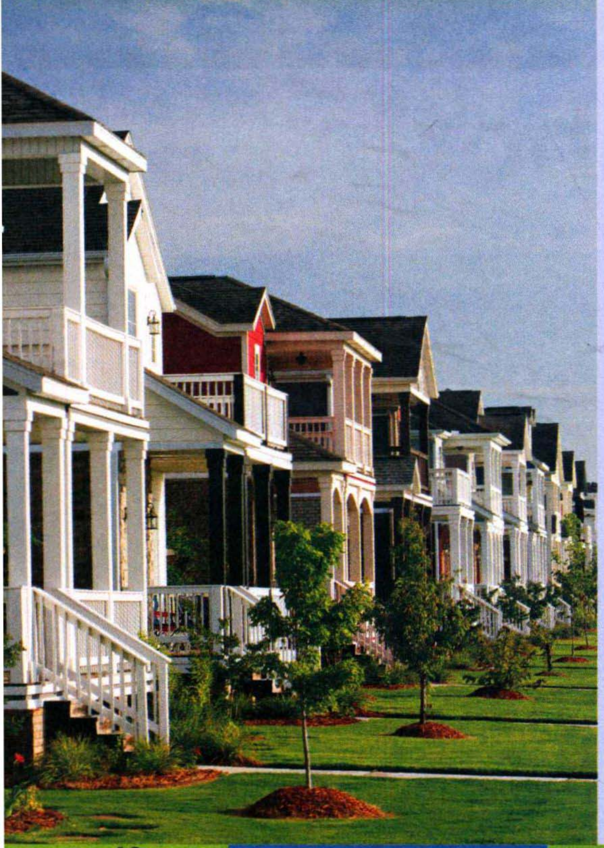
Opening up

1 Work in pairs and discuss what you like / dislike about where you live. An example under each heading is already given.

- things you like
  a beautiful park with lots of trees and flowers;...
- things that are nice but not essential
  a big shopping center;...
- things you dislike
  graffiti (涂鸦) on the buildings;...

2 Think about your neighborhood. What would make it:

- safer?
- more beautiful?
- more interesting?
- better for your health?
- more of a community?



Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Val uses.

VIDEO PODCAST

BBC

I live in a 1) ________ of flats and I know 2) ________ ________ my neighbors really well. We like 3) ________ things so we socialize 4) ________________. Today, I'm going to ask people about their neighbors. How 5) ________ do you know your neighbors?

Now watch again and check your answers.

New words

Part 2

communal /kə'mjuːnl/ *a.* （尤指住在同一栋楼的人）共用的，公共的

Part 3

intrusive /ɪn'truːsɪv/ *a.* 打扰的；侵扰的









3 *How well do they know their neighbors?* Look at the people on the right and read the statements. Then watch Part 2 of the podcast and match the statements 1-4 to the people A-D.

____ 1 I know my neighbors quite well, but I don't get on with some of them.

____ 2 I share a garden with the neighbors who live in the flats above and below.

____ 3 I have never even seen my neighbors.

____ 4 I moved into a flat about six months ago but hardly knows my neighbors at all.

Now watch again and check your answers.

4 *What makes a good neighbor?* Look at the people below and read the list of their answers in the table. Then watch Part 3 of the podcast and check (✓) the answers given by each person.

	A	B	C	D	E
1 feeds your cat					
2 is considerate					
3 isn't noisy					
4 doesn't cause you grief					
5 looks out for you					
6 keeps up their property					
7 you can leave your key with him / her					
8 isn't intrusive					
9 waters your plants					
10 doesn't leave trash around					

Now watch again and check your answers.

New words

Part 4

intrude /ɪn'truːd/ *v.* 侵扰

upkeep /'ʌpˌkiːp/ *v.* 维护

Part 5

chit-chat /'tʃɪtˌtʃæt/ *v.* 闲谈；聊天

crouch /kraʊtʃ/ *v.* 蹲；蹲伏

5 *What makes a bad neighbor?* Look at the people below and read the statements. Then watch Part 4 of the podcast and fill in the blanks.



A bad neighbor is someone that forgets that you 1) ________________, and has 2) ________ ________ until 6 a.m.



Not 3) ________________, intruding; um, not understanding what your neighbor wants and not just in that sense, but in the sense of not 4) __________, not doing things when a neighbor 5) __________.



Someone who is not 6) __________, who, whether it's a lot of noise or a lot of trash, doesn't upkeep their 7) __________, um, who's not really 8) __________.

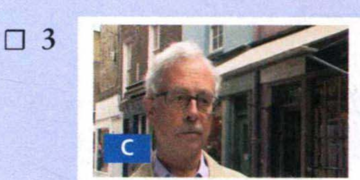
Now watch again and check your answers.

6 *Who is the best or worst neighbor they've ever had?* Look at the people below and read the statements. Then watch Part 5 of the podcast and check (✔) the true statements.

☐ 1 

Her neighbor was a very quiet and nice young man.

☐ 2 The worst neighbor she ever had was very noisy all the time.

☐ 3 

His neighbor next door was arrested and taken away one night.

Now watch again and check your answers.

7 Work in pairs and discuss the questions.

1 Do you know your neighbors? How well do you know them?

2 What do you think makes a good / bad neighbor?

Listening

BEFORE ▶ you listen

1 Work in groups. Look at the picture.



Which type of website would you use to:

1 find out what is happening in the world?
2 book a holiday?
3 contact friends?
4 meet the partner of your dreams?
5 find out whether a new film or book is good?
6 find out about a big company?
7 read and write opinions about anything and everything?
8 read or write factual information about a topic?
9 find information quickly?
10 upload and share your pictures or videos?

2 Discuss in groups. Which of these websites do you use regularly? Which do you use occasionally? Which do you never use?

LISTENING SKILLS

Distinguishing fact from opinion

A skilled listener must be able to distinguish fact from opinion. Generally speaking, a fact is something that has actually happened or that is empirically true and can be supported by evidence. An opinion is a belief; it is normally subjective, and usually based on a person's perspectives, emotions, or individual understanding of something.

Learning to differentiate between fact and opinion is very helpful for you to better understand what you hear. Like a detective, you need to know the difference between what people think and what people know, between what people believe to be true and what has been proven true.

The following table presents a comparison between fact and opinion.

Fact	Opinion
something that has happened or is true	someone's feeling about something
objective; proven through research, experimentation, etc.	subjective; cannot be proven; it is someone's personal feeling
presented with unbiased (无偏见的) words; not debatable	presented with biased (有偏见的) words; debatable

Here are some examples:

1 *At five o'clock yesterday afternoon, a boy fell from his bicycle at the crossroads.* (fact)
(This statement is something that did happen, and thus cannot be debated.)

2 *Kennedy was the best American President ever.* (opinion)
(This statement sounds reasonable and may be accepted by many people, but it is still debatable. Some may not agree with it.)

3 *In point of fact, neither candidate for the mayor's office is qualified.* (opinion)
(This statement is actually an opinion, which is masked as a fact.)

Now you are going to listen to three people talking about their online communities. Check which statements are facts and which are opinions in Exercise 4 by using the skills introduced here.

WHILE ▶ you listen

New words

portrait /ˈpɔːtrɪt/ *n.*（尤指面部的）画像，肖像
Bombay /ˌbɒmˈbeɪ/ 孟买（Mumbai 的旧称，印度港市）
following /ˈfɒləʊɪŋ/ *n.* 一批拥护者；一批追随者

3 Read the questions. Then listen to three people talking about their online communities and answer the questions.

1 What did Speaker 1, Lynn, do a year ago?
____

2 What does she say about the community?
____

3 Why does Speaker 2, Rick, say his online community is "a very 21st-century community"?
____

4 What does he say about "the best blogs"?
____

5 What two things does Speaker 3, Abbie, do on her favorite website?
____

6 How often does she use it?
____

Now listen again and check your answers.

4 Read the statements. Then decide whether the statements below are facts or opinions. Write an F for fact and an O for opinion.

____ 1 And we show our paintings, and it's brought some business for us.
____ 2 It's a very creative kind of community.
____ 3 It's a very 21st-century community, which means no one knows one another personally.
____ 4 But the best blogs have a following, who are very loyal readers.
____ 5 I put up pictures of me and my family and I write messages.
____ 6 And then you see pictures of your friend's friends, and it grows and grows so you meet new people.

AFTER ▶ you listen

5 Work in pairs and discuss the questions.

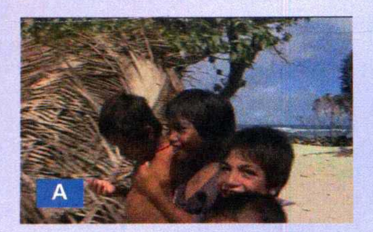
1 What do you think are the similarities and differences between an online community and a real community?
2 What are the benefits of online communities?
3 What are the possible dangers or problems if people spend a lot of time in online communities?



Viewing

BEFORE ▶ you view

1 Look at the pictures and discuss the questions.







1 What do you think life is like for people on an island like this?
2 Do you think their lives are changing in today's modern world?

2 Read the program information below. What does Bruce Parry learn from visiting the tribe?

BBC
Tribe: Anuta

Tribe is a BBC program in which presenter Bruce Parry goes to some of the world's most isolated places. In this episode, he goes to the Pacific island of Anuta, one of the most remote communities on the earth. There, he learns about their traditions, and discovers how the community survives. There are just 24 families on Anuta. Bruce meets them all, and experiences how their customs help to bind the people together.

New words

Anuta /ə'nutə/ 阿努塔（太平洋上一海岛，所罗门群岛之一）
Bruce Parry /ˌbruːs 'pæri/ 布鲁斯・帕里
speck /spek/ *n.* 小点
reef /riːf/ *n.* 礁；暗礁
yacht /jɒt/ *n.* 快艇；游艇
anchor /'æŋkə/ *v.* 抛锚；泊船
paddle /'pædl/ *v.* 划船运送
Solomon Islands /'sɒləmən ˌaɪləndz/ 所罗门群岛
phenomenal /fə'nɒmɪnl/ *a.* 令人印象深刻的
protocol /'prəʊtəʊˌkɒl/ *n.* 礼仪；礼节
Polynesian /ˌpɒlɪ'niːʒn/ *a.* 波利尼西亚的；波利尼西亚人的

Culture notes

Bruce Parry: a former British Royal Marine instructor who presents the documentary program *Tribe* (known as *Going Tribal* in the United States), in which he visits various tribes around the world and lives by their customs for one month

Solomon Islands: a group of islands in the southwest Pacific Ocean, about 1,900 kilometers northeast of Australia

Anuta: a small and extremely isolated Polynesian community in the eastern Solomon Islands. Due to its remote geographical location, Anuta's environment, traditions and culture have been well preserved.

BBC

WHILE ▶ you view

3 Read the statements. Then watch the video clip and number the scenes in the correct order of time.

____ a Bruce meets the children.
____ b Bruce meets the community leaders.
____ c Bruce catches a fish.
____ d Bruce helps to rebuild a wall in the water.
____ e Bruce arrives on the island.
____ f Bruce shakes hands with each person.

Now watch again and check your answers.

4 Read the statements and the answer choices. Then watch the video clip again and choose the best answer to each question.

1 How can we really understand another culture according to Bruce?
 A To experience it personally.
 B To adapt yourself to it gradually.
 C By communicating with members of that culture.
 D By living in that culture for a long time.

2 When visitors arrive in Anuta, what must they do?
 A Shake everyone's hand.
 B Bring gifts to the community leaders.
 C Smile to everyone.
 D Kiss everyone on the nose.

3 What does the chief of the community tell Bruce?
 A Their island is like paradise and he is welcome.
 B He can stay on Anuta.
 C He must kiss the chief on his head.
 D The fish drive is their greeting ceremony.

4 What happens during the "community fish drive"?
 A The men catch fish and the women cook.
 B Most fish escape from the broken wall.
 C Everyone in the community helps to catch fish.
 D People catch fish with their bare hands.

AFTER ▶ you view

5 Work in pairs and discuss the questions.

1 Would you like to visit this place? Why or why not?
2 What can the modern world learn from places like Anuta?
3 What will happen to the local community of Anuta if more and more tourists visit there?

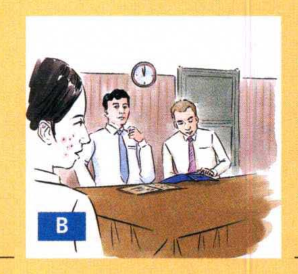
Speaking for communication

Role-play

1 Look at the pictures. Then listen to a woman telling her story and number the pictures in the correct order of time.

___ 

___ 

___ 

___ 

2 Read the statements. Then listen to the talk again and check (✓) the true statements.

- ☐ 1 The woman took some medicine before going out.
- ☐ 2 The woman took a bus for her important interview.
- ☐ 3 The woman had a dream about her mother.
- ☐ 4 The woman was late for her interview.
- ☐ 5 The woman had taken the out-of-date pills.

3 Read the expressions. Then listen to the talk again and check (✓) the ones you hear.

- ☐ 1 Anyway,...
- ☐ 2 And then ...
- ☐ 3 First of all ...
- ☐ 4 Before long,...
- ☐ 5 I don't believe it.

New words

blotch /blɒtʃ/ *n.* （尤指皮肤上的）红斑
allergic /ə'lɜːdʒɪk/ *a.* 过敏的

- ☐ 6 All of a sudden,...
- ☐ 7 This happened when ...
- ☐ 8 The next thing I knew,...
- ☐ 9 Oh! You're kidding!
- ☐ 10 In the end,...
- ☐ 11 Oh! How embarrassing!

4 Work in pairs and do the following activity.

Step 1

Prepare to tell a story. Choose one of the situations below and talk about when you:

- got stuck in a lift
- missed (or nearly missed) a flight
- slept outside
- spoke to someone famous
- appeared on television / in the newspaper
- chased / met a criminal
- were mistaken for someone else
- tried a very dangerous sport
- found something unusual
- did something embarrassing

Step 2

Take turns to play the roles of storyteller and listener. Use the skills for telling a story and giving responses on Page 55.

SPEAKING SKILLS

Telling a story

Telling a story is a useful speaking skill. Essentially a story has a beginning, a middle and an end. And the basic elements of a story include: setting (place, time, climate, etc.), characters (who), atmosphere (the mood or feeling of the story), conflict (what), and plot (the development and resolution of the conflict).

To tell a story skillfully, you should pay attention to the following:

First, the beginning of a story should catch the listeners' attention and tell a little bit about the topic of the story, and then introduce the main characters and set the setting. But don't give away the plot.

Then, the middle of a story should contain details that tell about the topic. It should explain the topic and hold the listeners' attention. It is the core of the story, usually showing the characters dealing with their conflict and trying to overcome obstacles to achieve goals.

Finally, the ending of a story should bring the story to a close. It should be clear, so the listeners know that the story is over. It should keep the listeners thinking about the topic for a while. The storyteller can do this by slowing down and adding emphasis.

The following table contains some expressions you may use when telling a story.

Beginning the story	This happened when ...
	In the beginning,...
Describing what happened	Before long,...
	And then, all of a sudden,...
	The next thing I knew ...
Ending the story	In the end,...
	Finally,...

While listening to a story, the listeners may give active responses to show their interest. The listeners may also ask questions to keep the story going, or make sure that they understand what is being told.

The following expressions are commonly used by the listeners to interact with the storyteller.

- So, what happened?
- What did you do?
- What happened next?
- Really?
- I can't believe it!
- Oh no. / Oh dear.
- How embarrassing!
- That's really funny.
- You must be joking.
- Yes, I know.

Group discussion Planning a community

Get ideas

New words

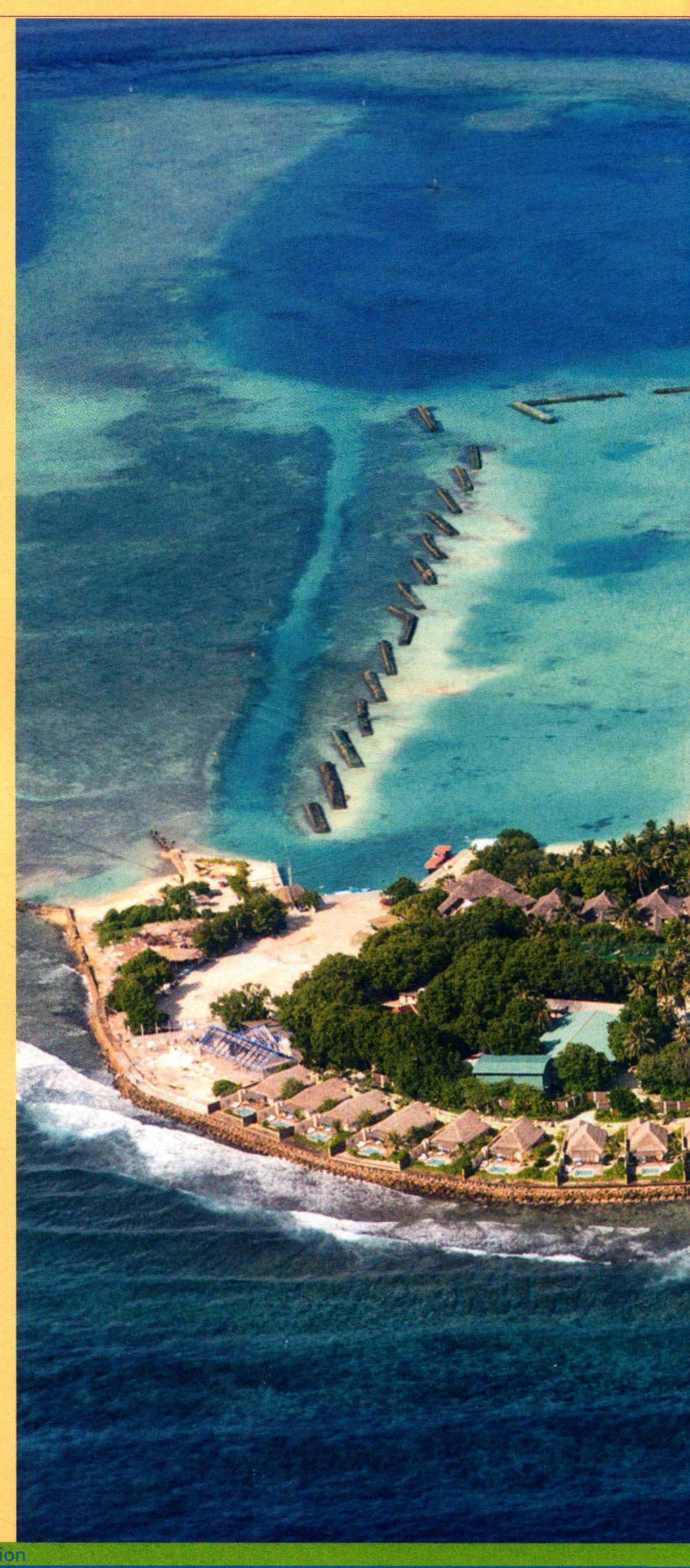
Sharon /'ʃærən/ 莎伦
brand-new *a.* 崭新的；全新的
orator /'ɒrətə/ *n.* 演说者；演讲者
utopian /juː'təʊpiən/ *a.* 乌托邦的；空想的
ground rules *n.* 基本原则；准则

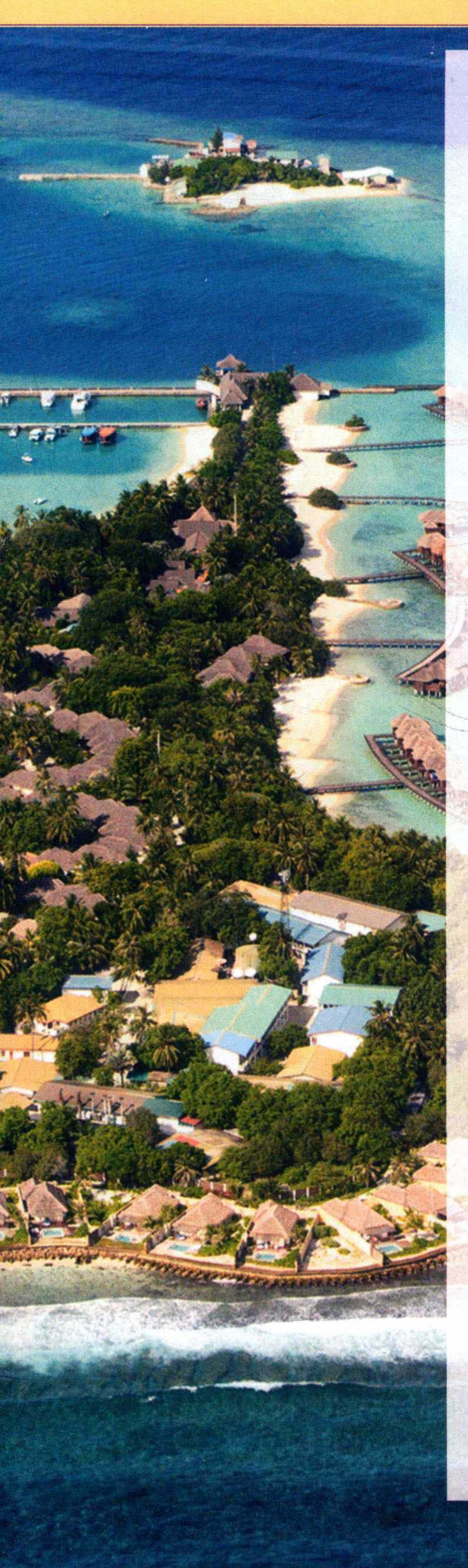
1 Read the statements. Then listen to two people discussing how to start a new community and check (✓) the true statements.

☐ 1 Sharon would prefer to choose somewhere with much snow.
☐ 2 Sharon would like to choose one expert from every field.
☐ 3 Sharon wouldn't like to start the community with a small group.
☐ 4 Sharon would like to draw up some ground rules.

2 Read the expressions. Then listen to the conversation again and check (✓) the ones you hear.

☐ 1 I'd probably choose …
☐ 2 I'd go for a place that …
☐ 3 It'd need to be somewhere …
☐ 4 They'd need to be able to …
☐ 5 The most important thing would be …
☐ 6 Ideally, there'd be …





Discuss and organize ideas

New words

the Maldives /ðə 'mɔːldiːvz/ 马尔代夫（印度洋上的群岛国家）

3 Read the following paragraph from a news report. What is going to happen? Why?

President of the Maldives has a very difficult task: to find a place for the population to live. Most of the 200 inhabited islands of the Maldives are about three feet above sea level. Scientists have explained that in the future, the Maldives will be under water because of global warming. No one will be able to live there and nothing will remain.

4 Imagine that you were the President of the Maldives. What would you do if you had to start a new community? Work in groups of four and use the questions below as guidelines for discussion. You may refer to the expressions in Exercise 2.

- Where would it be? Why?
- Who would live there? Would it be a large or small community?
- What laws would there be?
- What special customs would there be? How would these customs bind the community together?

Present ideas

5 Take turns to talk about your way of planning a new community. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Provide convincing reasons for my plan.
☐ Speak logically about my way of planning a new community.
☐ Make use of appropriate expressions.
☐ Use appropriate tenses when talking about my plan.

Public speaking

PUBLIC SPEAKING SKILLS

Language use in public speaking

The use of language has a direct influence on the quality of your speech. It is a crucial feature that determines how well you will be understood and how well the audience will receive the speech. Generally speaking, the language used in public speaking should be clear, specific, simple and vivid.

Be clear, specific and simple

Use clear, specific and simple language to express your ideas. This means that your language should be easily understandable. In general, it is better to speak in a conversational and natural style than in a formal, academic one. This can add clarity and effectiveness to the information you present. Here are some tips:

1 Use words and phrases that are familiar to the audience, and avoid those that are too obscure or too technical.

1) A *We recently instigated (开始) downsizing in order to more efficiently use our human resources by reducing overhead.*

B *We recently began laying people off to reduce costs.*

2) A *The patient is being given positive pressure ventilatory (供氧的) support.*

B *The patient is on a respirator (呼吸器).*

2 Use specific words and phrases rather than general ones when talking about objects, people, places and events.

1) A *Our life is very different now because of our daughter's special needs.*

B *Our life is very different now because of our daughter's blindness.*

2) A *I heard they're hiring new people for a project, and I thought I'd explore possibilities of working there.*

B *I heard they're hiring three new contractors for their Madison Street reconstruction project, and I decided to apply for a position.*

3 Use short, easy phrases and sentences rather than long, complex ones so that your speech is easy to follow.

1) A *Where passengers cannot be accepted because of the potential overload of the vehicle, we will inform positively of the situation and where possible provide appropriate information as to how to complete the journey.*

B *When the bus is full, we will let the passengers know and tell them which other buses they can take.*

2) A *The requirement of the company is that employees be engaged in their respective duties seven and one-half hours a day.*

B *The company requires employees to work seven and a half hours a day.*

In each pair of the example sentences given above, sentence B is more effective than sentence A in a speech since it uses familiar and concrete words / phrases as well as shorter sentences.

Be vivid

You can use rhetorical devices (修辞手法) to make your speech vivid, and hence add power to your language. Commonly used devices include simile (明喻), metaphor (暗喻), parallelism (排比), repetition (反复), antithesis (对偶), and rhetorical questions (反问). Here are some examples:

- *No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.* (Martin Luther King, Jr.) (simile)
- *All the world's a stage,*
  And all the men and women merely players:
  They have their exits and their entrances;
  … (Shakespeare) (metaphor)
- *Tell me and I forget. Teach me and I remember. Involve me and I learn.* (Benjamin Franklin) (parallelism)
- *… we shall fight on the beaches, we shall fight on the landing grounds, we shall fight in the fields and in the streets, we shall fight in the hills; we shall never surrender…* (Winston Churchill) (repetition)
- *And so, my fellow Americans: Ask not what your country can do for you – ask what you can do for your country.* (J. F. Kennedy) (antithesis)
- *If he is doing something wrong, would you follow him too?* (rhetorical question)

In conclusion, you should use clear, specific, simple and vivid language when giving a public speech. Using words and phrases familiar to the audience, concrete in meaning and easy to understand enables your listeners to get your points immediately. Using rhetorical devices adds creativity, variety and interest to your speech, making it memorable and powerful.



1 Read the following speech.

A campaign speech

1 Good afternoon, ladies and gentlemen. Thank you for considering me as a candidate for a position related to student volunteer work. I am grateful for your nomination and looking forward to leading an organization that serves as an integral link between the campus and the local community, an organization that helps students build character, develop skills and become responsible citizens.

2 If you're sitting here tonight, it means you care about our community, and you want to make sure I am capable of running an office which provides you support, sources, and opportunities for making a difference in the community; you want to make sure I have sound plans to achieve this end. These are exactly my focus today – to share with you why I am the best candidate for the position, what I will do to make the organization an enthusiastic supporter of campus volunteer programs, and how I will work with all student volunteers to better our community.

3 Since my freshman year in university, I have been a passionate participant in student volunteer programs on campus. I am an active member in a number of projects, for example, Sunshine for Children with Disabilities at the Children's Hospital and A Colorful Summer at Yuhua Elementary School. On Sundays, my teammates and I bring toys and books to the hospital. We play, read, and talk with children who suffer from disabilities. In summers, we provide various programs for students whose families have a shortage of time and

resources for their kids' education. Through these programs, I feel a sense of fulfillment: It's rewarding to know that I can bring joy and happiness to people just by doing a few minor and simple things.

4 Last year, I was elected vice chair of the Student Council. I worked closely with the senior members of the student government to improve our budget. We increased the undergraduate research fund by one third. We eliminated unnecessary spending and expanded fundraising channels. We set up five new student clubs that offer diverse sports and academic programs. We also organized outreach (外延) programs which brought students closer to life in the larger community. In this process, I learned the importance of passion, creativity and skills in leading a student organization.

5 If elected, I will continue to work with passion, devotion and creativity. I will do so not only by participating in volunteer events in person, but more importantly, by providing you with unreserved support through my service as your chair. I will concentrate on three areas, namely promotion, diversification and partnership. Firstly, I will work to promote education of volunteering spirits, and hence to have more students join our events. We can advertise through all types of media, for example, the Internet, posters, booklets, workshops, and campus email lists. Secondly, I will strive to diversify the volunteer programs we sponsor and lead. The current programs target primarily elementary schools and hospitals, and we need to broaden the range of our services to benefit more sectors of the community. For instance, we can set up programs that help improve the welfare of the elderly residents in retirement homes. Thirdly, I will strengthen our partnership with other organizations on campus as well as in the local community. This will help create new sources to raise funds and develop new approaches to working with volunteers throughout our community. By these means, I believe the Student Volunteer Organization will become a leading voice for student volunteers, an active contributor to community welfare, a responsible entity of our society.

6 If history is any indication, I have proven my passion and capability to lead with creativity and responsibility. Our community is our home where we support and care for each other. I care about it as much as you do. I look forward to working with all of you to make it an even better home for us. Vote for me, and you'll be voting for a dynamic and resourceful Student Volunteer Organization!

2 Read the following sentences and decide which one in each pair is more effective when used in a speech.

1 A Thank you for considering me as a candidate for a position related to student volunteer work. (Para. 1)
  B Thank you for considering me as the next chairman of the Student Volunteer Organization.

2 A These are exactly my focus today – to share with you why I am the best candidate for the position, what I will do to make the organization an enthusiastic supporter of campus volunteer programs, and how I will work with all student volunteers to better our community. (Para. 2)
  B These are exactly my focus today: I will explain the reasons why I am the best candidate for the position; you will also learn about my plans to make the organization an enthusiastic supporter of campus volunteer programs; and I will talk about how I will work with all student volunteers to better our community.

3 A In summers, we provide various programs for students whose families have a shortage of time and resources for their kids' education. (Para. 3)

B In summers, we set up sports and reading programs for elementary school pupils of migrant worker families that have little time and few resources for their kids' education.

4 A Through these programs, I feel a sense of fulfillment: It's rewarding to know that I can bring joy and happiness to people just by doing a few minor and simple things. (Para. 3)

B During the process of participating in these programs, I have a feeling that I have made great achievements because it's rewarding when I know I can bring joy and happiness to people just by a few things that are minor and simple.

3 Discuss what rhetorical devices are used in the following sentences.

1 ... and you want to make sure I am capable of running an office which provides you support, sources, and opportunities for making a difference in the community; you want to make sure I have sound plans to achieve this end. (Para. 2)

2 By these means, I believe the Student Volunteer Organization will become a leading voice for student volunteers, an active contributor to community welfare, a responsible entity of our society. (Para. 5)

3 Our community is our home where we support and care for each other. (Para. 6)



Further practice in listening

Short conversations

Listen to five short conversations and choose the best answer to each question you hear.

1 A They are practicing the piano together.
  B They are taking a music class.
  C They are discussing shared interests.
  D They are discussing their curriculum schedules.

2 A It was rather successful.
  B It was not well-organized.
  C It was planned in advance.
  D It was a party worthy of memory.

3 A Go to a party with the woman.
  B Make an appointment with the doctor.
  C Look after the woman's children.
  D Go to see the doctor at 11:00.

4 A She thinks he talks too much.
  B She thinks he is always very frank.
  C She thinks he is simple-minded.
  D She thinks he doesn't like speaking.

5 A He is going to congratulate Mr. Smith.
  B He is going to move to a new apartment house.
  C He is going to help Mr. Smith move to a new house.
  D He is going to tell Mr. Smith the good news.

Long conversation

New words

Habitat for Humanity /'hæbɪˌtæt fə hjuː'mænəti/ 仁人家园（一个非政府、非赢利性的国际慈善组织）
Hurricane Katrina /'hʌrɪkən kəˌtriːnə/ 卡特里娜飓风
Louisiana /luːˌiːzɪ'ænə/ 路易斯安那州（美国州名）
New Orleans /ˌnjuː 'ɔːlɪənz/ 新奥尔良（美国城市）

Listen to a long conversation and choose the best answer to each question you hear.

1 A Because she wants to take a long vacation.
  B Because she wants to interview news producers.
  C Because she wants to volunteer for an organization.
  D Because she wants to prepare for the election season.

2 A The woman's husband volunteered to build houses after the hurricane.
  B Over 150,000 volunteers worked for the building of houses after the hurricane.
  C The man's sister also helped to build houses after the hurricane.
  D More than 3,000 new houses were built after the hurricane.

3 A Because she is influenced by her husband who is a loyal volunteer of it.
  B Because she can learn a lot of useful skills for building a house.
  C Because she enjoys developing friendships and building communities through volunteer work.
  D Because she loves the feeling of helping the poor to have their own houses.

4 A He would not let the woman have 14 days off.
  B He finally agreed to let the woman take 14 days off.
  C He was a volunteer for Habitat for Humanity.
  D He would finish the woman's work instead.

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

New words

iPM 英国 BBC 广播电台的一档新闻节目

reassure /ˌriːəˈʃʊə/ *v.* 使放心；使安心

1 A Do people say "Good morning" or "Good afternoon" to their neighbors?
  B How well do people know their neighbors?
  C Do people like their neighbors?
  D Why do people say they don't know any of their immediate neighbors?

2 A 18- to 24-year-olds.
  B 35- to 44-year-olds.
  C 45- to 54-year-olds.
  D 55- to 64-year-olds.

3 A Women are less likely to know their neighbors than men.
  B The rich are not as close to their neighbors as the less well-off.
  C Women are more likely to know their neighbors than men.
  D The rich know their neighbors as well as the less well-off.

4 A We can get on well with our neighbors if we try.
  B It is easy to know our neighbors when they are in an emergency.
  C We need to give a hand to our neighbors when necessary.
  D It is hard to get to know our neighbors.



Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Many neighbor disputes end up in court because of poor communication. If something dangerous or 1) __________ happens, the cops are the obvious solution. But if problems that arise are grayer, communication is the best way to save money and trouble. Here are some tips to be a good neighbor and deal with a bad one:

- Get to know each other. Being a good neighbor doesn't mean 2) ____________________ together. Just knowing them well enough to say hi, or maybe borrowing a cup of sugar or loaning a gardening tool, can build trust and understanding. Issues are much more likely to occur among strangers than even casual 3) __________.
- Head off problems before they're problems. If you are 4) ________________ at your place, go to all neighbors who might be affected and offer them two things: a 5) __________ invitation to the party and a card with your phone number. If they are not 6) __________ of the noise or there are other problems, your neighbors can call you instead of asking the police to 7) __________.
- Tell your neighbors what's bothering you – don't assume they know what the problem is. Be open and direct, not passive-aggressive. Ask for their opinions, and wherever possible, propose a solution that 8) ________________ and demonstrates a willingness to compromise. Stay cool and positive, even if your neighbors are not.
- Check with other neighbors. See if anybody else on the block is having similar issues – they may be willing to help 9) __________ it. If one of the neighbors is close to the troublemaker, have them come with you when you 10) ________________.

Bottom line? As with any relationship, being a good neighbor – or dealing with a bad one – is all about communication.

New words

gray /greɪ/ *a.* 不明确的；难以处理的

passive-aggressive /ˌpæsɪv əˈgresɪv/ *a.* 消极对抗的

Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about my neighbors and neighborhood.	☐	☐
I can distinguish fact from opinion in listening.	☐	☐
I can tell a story skillfully.	☐	☐
I can talk about the way to plan a community.	☐	☐
I know the basic rules about language use in public speaking.	☐	☐



What's the big idea?

Learning objectives

- talk about inventions and creative ideas
- predict the theme and relevant vocabulary before you listen
- propose ideas and comment on ideas while brainstorming
- present your business idea
- learn to use voice, body language and visual aids effectively in speech delivery

Opening up

Cars, nuclear power, fast food, mobile phones, weapons and cigarettes are voted among the most hated inventions of all time according to a survey. Work in pairs and look at the pictures. Why do you think they are on the "world's worst inventions" list? Give at least one reason for each.



Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 *What items do they enjoy buying most?* Look at the people below and read the statements. Then watch Part 1 of the podcast and match the statements 1-4 to the people A-D.


A


C


B


D

____ 1 things sold in antique markets and vintage clothes
____ 2 books and music
____ 3 food, clothes and plants for the garden
____ 4 shoes, bags and make-up

Now watch again and check your answers.

3 *What sorts of things do they buy on impulse? What sorts of things do they plan to buy?* Look at the people below and read the statements. Then watch Part 2 of the podcast and check (✓) the true statements.

□ 1 
A
She buys more clothes than she used to.

□ 2 
B
He buys food on impulse.

New words

Part 1
make-up *n.* 化妆品
Part 2
tongs /tɒŋz/ *n.* 夹子；钳子；镊子
dreadful /'dredfl/ *a.* 糟透了的；讨厌的

□ 3 
C
She doesn't buy things on impulse because she is self-controlled.

□ 4 
D
She likes buying handbags very much.

□ 5 
E
He travels a lot for his work so he plans to buy train tickets and plane tickets.

□ 6 
F
She doesn't need to plan what to buy because she has plenty of money.

□ 7 
G
He plans before he buys anything costing more than £50.

Now watch again and check your answers.

4 *What recent product or service do they think is impressive? If they could start a business or invent a product or service, what would it be?* Look at the people below and read the statements. Then watch Part 3 of the podcast and fill in the blanks.



Er, iPhone. Absolutely 1) __________! I, I mean, I bought one and it's just, it's really 2) ________________.



Probably my 3) ________________. I've just changed it to a BlackBerry Storm where I can get all my 4) __________.



The new 5) __________ that I saw on television, on the commercial, so you're 6) ________________ and you're seeing yourself on the other side.



My 7) __________ business is to have a thing called Sophia's Bakery and to make really fantastic 8) __________ that you can't buy in this country.

Culture notes

BlackBerry: a line of wireless hand-held devices made by the Canadian company named BlackBerry Limited (formerly known as Research In Motion Limited). BlackBerry phones are known for their excellent email handling, and are often thought of as business-centric devices.

BlackBerry Storm: the first BlackBerry smartphone to feature a touch screen



I love the 9) __________, so anything that would, kind of, bring more 10) __________ to people's lives and expression, I think that would be great.

Now watch again and check your answers.

5 Work in pairs and discuss the questions.

1 Do you often buy things on impulse?
2 What recent product or service do you think is impressive?
3 If you could start a business or invent a product or service, what would it be?

Listening

BEFORE ▶ you listen

1 Work in pairs and do the following quiz.

New words

saturated /ˈsætʃəˌreɪtɪd/ *a.* 饱和的
lipstick /ˈlɪpˌstɪk/ *n.* 口红；唇膏
intuitively /ɪnˈtjuːətɪvli/ *ad.* 凭直觉地
lettuce /ˈletɪs/ *n.* 莴苣；生菜
food stylist /ˌfuːd ˈstaɪlɪst/ *n.* 食物造型师
lacquer /ˈlækə/ *n.* 漆
built-in *a.* 内在的；固有的
advert /ˈædvɜːt/ *n.* 广告
denote /dɪˈnəʊt/ *v.* 表示
intellect /ˈɪntɪlekt/ *n.* 智力；理解力
precision /prɪˈsɪʒn/ *n.* 准确性；精确性

QUIZ

1 Imagine there is a Coke machine in the center of town. It sells 100 cans of Coke a day. Pepsi comes in and puts a machine right next to the Coke machine. After that, how many cans would each machine sell?

2 You want to introduce a new product to the market, for example a new lipstick. The product you want to compete with sells for 50 yuan. Should you price your product above or below your competition?

3 What special ingredients are used to make a hamburger look delicious in advertisements?

4 What time does a watch or clock nearly always show in advertisements, and why?

5 Which color (blue, green, orange, purple, red or yellow) is best to use in an advertisement for:
1) high-tech products?
2) drugs and medical products?
3) energy drinks, games and cars?
4) toys?
5) food?

6 Why do you rarely see the color blue in a food commercial?



LISTENING SKILLS

Predicting the theme and vocabulary before you listen

Learning to predict the theme and related vocabulary before you listen helps generate interest, build confidence and facilitate comprehension. It is an important skill in listening to a lecture, a talk, an interview, or any other listening materials.

The following are two tips you can follow in predicting the theme and vocabulary.

First, look at the title of the material (if any) or any other clues you have (photos, maps, charts, outlines, given words, etc.) and predict the theme which will be talked about in the speaking. To make your prediction more specific, you may also consider the major question words (who, what, when, where, why, how) and ask yourself how they might apply to the theme. Then, think about possible answers to each of your questions.

Second, try to predict vocabulary that you think will appear in the speaking. Based on the theme you predicted just now, you can pick out in your mind vocabulary relating to the theme. Your life experience can help you predict some of the related vocabulary. Dictionaries or other reference books will also be very helpful in finding the relevant vocabulary you expect. After the listening, you can check whether the vocabulary you predicted appear or not.

In the following exercises, you are going to predict the theme of an interview and the related vocabulary based on the information given. Try to follow the tips introduced above.

2 You are going to listen to an interview. Predict what it will be about and what vocabulary will probably appear based on the quiz you have just finished.

WHILE ▶ you listen

3 Read the statements. Predict what the expert would say to complete the statements. Then listen to the interview to check your answers.

1 People are expected to think, "If I see two similar products at different prices, I'll buy the __________ one."
2 We intuitively feel that if something costs more, it's __________.
3 To make the hamburger looks shiny in the advertisement, a food stylist has painted the meat with _______ or maybe lacquer.
4 8:20 is a very _______- looking time.
5 Green denotes __________, so it's often used for medical products.
6 Yellow and orange supposedly stimulate the __________, so they're used for food ads.
7 Blue is linked to intellect and ____________, so it's often used for high-tech products.
8 Around 75 percent of young children prefer _______ to all other colors.

Now listen again and check your answers.



4 Read the statements which have been categorized according to different kinds of marketing strategies. Then listen to the interview again and fill in the blanks.

Marketing strategies	Detailed information
Offering choices	Well, what happens is this that the question in the consumer's mind is no longer "Should I get a Coke or not?" but "1) __________ should I get?" Choice makes people 2) __________.
Pricing	• People are expected to think, "If I see two similar products at different prices, I'll buy the cheaper one." But in fact, that's often not 3) __________ __________. • With certain types of products, if you price your product just 4) __________ the competition's price – you'll actually end up with 5) __________ of the market. • We intuitively feel that if something costs more, it's better. People will pay more provided the difference is 6) __________. They'll think, "Well, why not? 7) __________."
Advertising	• **Shiny and appealing appearance** To make a hamburger so shiny, a food stylist has painted the meat with oil or maybe lacquer, and what appears to be 8) __________ rising off the meat is probably 9) __________ blown onto the hamburger just before the picture was taken. • **Positive message** Watches in advertisements usually show the time 10:10. There are two theories. One is that with the hands in this position, the face of the watch conveys a 10) __________. The other theory is that it's a bit like a 11) __________. In either case, the consensus is that the message is 12) __________. • **Right color** We have 13) __________ for every color, for instance, red is associated with risk and with energy, so you see it in adverts for energy drinks, cars and 14) __________.

Now listen again and check your answers.

AFTER ▶ you listen

5 Work in groups to discuss the marketing strategies for something you are all interested in, for example, a new type of mobile phone, a kind of traditional Chinese food, or a new toy. You may employ the strategies mentioned in the interview.

Viewing



BEFORE ▶ you view

1 Read the program information below and predict what therapy Tanya might use in overcoming her fear of sharks.

BBC

Shark Therapy

Tanya Streeter is a world-famous diver but she's got one big problem: She's afraid of sharks! To overcome her fear, she needs help or "therapy" and travels to the Bahamas to get it. Here, she learns how to swim with them and comes face to face with the dangerous tiger shark.

New words

Tanya Streeter /ˌtænjə 'striːtə/ 塔尼娅・斯特里特
the Bahamas /ðə bə'hɑːməz/ 巴哈马（大西洋上一个群岛之国）
tiger shark *n.* 虎鲨
Jim Abernathy /ˌdʒɪm æbə'nɑːθi/ 吉姆・阿伯内西
Caribbean reef shark *n.* 加勒比海礁鲨

Culture notes

Tanya Streeter: a world champion free diver. She broke the overall No-Limits free diving world record (greater than the men's record) with a depth of 160m in 2002, which is still the women's world record for No-Limits Apnea (无限制屏气潜水).

the Bahamas: an island country in the Atlantic east of Florida and Cuba. It is a popular winter resort.

WHILE ▶ you view

2 Read the statements and the answer choices. Then watch the video clip and choose the best answers.

1 It's safer to wear a _____ swimsuit.
   A black
   B green
   C shiny
   D red

2 Tanya uses a _____ to protect herself from the sharks.
   A knife
   B stick
   C gun
   D fish head

3 At the end of the program, Tanya was _____.
   A frightened
   B embarrassed
   C proud
   D depressed

Now watch again and check your answers.

3 Read the program extracts. Then watch the video clip again and correct the mistakes.

1 At first, it isn't difficult.
2 I didn't think that they were going to be … quite so … friendly.
3 I noticed the mask and I think we should change the mask completely.
4 Jim throws meat into the water to attract the sharks.
5 Tanya, look behind you over on your right.
6 That was frightening! Tanya did great.
7 I've started to overcome my very real nervousness.

Now watch again and check your answers.

AFTER ▶ you view

4 Work in groups and discuss what solutions you can offer to solve the problems in the following situations:

1 There is always one sock left when the other is worn or missing.
2 You always worry that your flowers and plants may dry up when you leave your home since nobody will water them.



Speaking for communication

Role-play

1 You are going to listen to some people brainstorming on ways to make children like eating vegetables. Before you listen, work in pairs and write three ideas. Then listen to Part 1 of the conversation. Are any of your ideas included? What other ideas do they give?

2 Listen to Part 2 of the conversation. Which ideas are rejected and why? Which one is chosen in the end?

3 Listen to Part 2 of the conversation again and complete the sentences regarding suggesting ideas and responding to ideas respectively.

Suggesting ideas:

1 How do you __________ this idea?
2 What about __________________?
3 Would you __________ the gardening campaign?
4 How does the recipe idea __________ you?
5 I think __________________ if we could get kids into vegetarianism.
6 __________ try combining the two ideas.

Responding to ideas:

1 Actually, that could be __________.
2 Well ... __________, I, I think it's too __________ to set up.
3 It doesn't __________ me. Sorry.
4 As a matter of fact, I was __________ that myself.
5 OK, let's __________ that.

Culture notes

viral campaign: a viral marketing campaign. It is a type of advertising used by Internet companies in which computer users receive and send out advertising messages or images without realizing that they are doing this.

New words

brainstorm /'breɪnˌstɔːm/ *v.* 头脑风暴；献计献策
veggie /'vedʒi/ *n.* 蔬菜
recipe /'resəpi/ *n.* 食谱；烹饪法
vegetarian /ˌvedʒə'teəriən/ *n.* 素食（主义）者
cereal /'sɪəriəl/ *n.* 谷类食品；麦片
viral /'vaɪrəl/ *a.* 病毒的；病毒引起的
bluntly /'blʌntli/ *ad.* 率直地；直言不讳地；直截了当地
vegetarianism /ˌvedʒə'teəriəˌnɪz(ə)m/ *n.* 素食主义
gross /grəʊs/ *a.* 极令人厌恶的；极令人不快的

4 Work in groups of three. Choose one of the topics below and brainstorm at least five ideas. Use the skills for brainstorming on Page 78. Student A plays the role of a person who leads the brainstorming session. Student B and Student C are supposed to suggest ideas and comment on the proposed ideas. The group should finally vote on the best idea from what you have proposed.

1 How to encourage people to learn a foreign language
2 How to get people to visit a particular country or city
3 How to make men interested in shopping
4 How to make football appeal to women
5 How to encourage young people to be more polite to older people
6 How to get people to walk to work



SPEAKING SKILLS

Brainstorming

Brainstorming is a problem-solving technique which can help generate lots of ideas on a given topic from a group of people. Some of these ideas can be refined into original, creative solutions to a problem, while others can spark even more ideas. The intention of brainstorming is to encourage the collective thinking of the group members by engaging them in active thinking, listening, and building on each other's ideas. Therefore, during the brainstorming, all group members are encouraged to constantly propose or suggest ideas and react to or comment on the ideas. The following are some expressions commonly used in brainstorming.

Proposing / suggesting ideas	
How do you feel about	this idea?
What (do you think) about	going to the cinema tonight?
Would you consider	finishing your homework first before going out?
Couldn't we	invite your grandmother to our party?
Could we go for	another ride after dinner?
How does	this idea of swimming strike you?
I was thinking of	getting a consultant who could guide him as well as his company's management.
Don't you think it's a good idea	to protect the data before he comes?
What would you say	to a cup of coffee?
Why don't we	use that computer program to achieve this purpose?
It'd be great if we could	run together every morning.

Reacting to / commenting on ideas	
positive	• That's a great / fantastic idea. • Let's go with / go for that. • What a good idea! • That sounds like a good idea.
unsure	• I can't make up my mind. • I'm torn between … and …
negative	• I think it's too obscure / predictable. • That's not original / interesting enough. • It doesn't grab me. • I think we're on the wrong track here.

Group discussion Presenting your business idea

Get ideas

1 Listen to two students introducing a business idea and answer the following questions.

1 What is the product called?
2 Why is it such a good idea?
3 Where will it be sold?

New words

yummy /'jʌmi/ *a.* 美味的；可口的
utensil /juː'tensl/ *n.* （烹调、进餐用的）用具，器皿
pierce /pɪəs/ *v.* 刺入；刺穿
pretzel /'pretsl/ *n.* 椒盐棒饼，纽结状椒盐脆饼（人们常在正餐之间食用或用来下啤酒）
gimmick /'gɪmɪk/ *n.* 花招；噱头
dissolve /ˌdɪ'zɒlv/ *v.* 溶解；分解
envisage /ɪn'vɪzɪdʒ/ *v.* 设想；展望
disposable /dɪ'spəʊzəbl/ *a.* 用后丢弃的；一次性的

2 Read the expressions. Then listen to the recording again and check (✓) the ones you hear.

☐ 1 We would like to introduce you to an idea that ...
☐ 2 What makes our idea special is that it's not just practical ...
☐ 3 We anticipate sales of 100 units in the first year.
☐ 4 We envisage this product being sold in supermarkets ...
☐ 5 We have particular expertise in the field in that we have ...
☐ 6 We think that Yummy Utensils will be a hit with families in particular ...
☐ 7 We differentiate ourselves from the competition by ...
☐ 8 We've done some market testing and it was amazing how much the children enjoyed them.
☐ 9 Our track record shows that we are ...
☐10 In the future, we are planning to develop a sweetened version ...





Discuss and organize ideas

3 Work in groups. Try to think of a business idea of your own and discuss it with the help of the following questions. You may refer to the expressions in Exercise 2. While discussing, take notes in the following table.

• What's the product called?	
• How did you come up with this idea?	
• What are its major features or functions?	
• Who will the product be popular with?	
• How to publicize the product?	
• Where will it be sold?	

4 Plan a talk to share your business idea with other classmates. Use your notes to help you organize the ideas.

Present ideas

5 Present your group's business idea to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Provide enough details about my business idea.
☐ Introduce my business idea in an organized way.
☐ Make use of appropriate expressions.
☐ Use body language and keep eye contact with the audience.

PUBLIC SPEAKING SKILLS

Delivering a speech

When delivering a speech, you should present your ideas in a natural, clear and attractive manner. You need to use your voice and body language effectively, and you can supplement words with certain visual aids to enhance the audience's understanding.

Voice

Convey enthusiasm, confidence and energy through your voice. In particular, you should do the following:

1 Speak loud enough so that your audience can hear you easily.
2 Speak at a speed that is natural and easy for the audience to follow.
3 Vary your pitch and use appropriate intonations for different types of sentences (e.g. questions vs. statements) and emotions (e.g. happiness vs. sadness).
4 Use pauses to give proper signals to the audience, for example, when you want to emphasize a point or indicate a transition between two points.

It is important that you use voice well when giving a speech. Vary your voice to avoid speaking in a monotone (单调的声音). Delivery without changes in volume, speed and intonation makes a speech boring.

Body language

Use natural and spontaneous body language when you speak. Your physical action has a strong impact on the success of your speech. Below are five key aspects of body language that you need to pay attention to:

1 Dress and groom appropriately so that you will give the audience a good first impression.
2 Stand in a balanced and relaxed position, which conveys confidence.
3 Have natural facial expressions, which is an effective way to connect with the audience.
4 Make eye contact with the audience, which can help create a positive relationship with them, keep them interested, and make them feel involved.
5 Use proper gestures which can help clarify and reinforce your ideas.

Body language is part of everyday communication. Positive and powerful body language helps you establish a connection with the audience, give them a sense of involvement, and convey your objectives effectively.

Visual aids

A good speech is more than words. You can add visual aids to your speech to achieve many purposes: to grab the audience's attention, to illustrate complex information, and to reinforce your message, among many others. Common types of visual aids include objects and models, photographs and drawings, diagrams and graphs, posters and handouts, videos and PowerPoint slides.

When using a visual aid, you should follow these basic principles:

1 Keep it relevant. The visual aid should support the topic you are speaking on and the message you are communicating.

2 Make it visible. The visual aid should be clear and big enough for everyone in the audience to see.

3 Keep it brief and simple. You should stick to the purpose of the visual aid and avoid putting too much information into it.

4 Speak to the audience, not to the visual aid. You should pay attention to the audience and avoid getting distracted by the prop (道具).

5 Introduce the visual aid before talking about the information presented in it. For instance, you can give the background on how you collected the data shown in a pie chart, or point out on a map the area you are discussing.

Visual elements in a speech enable you to appeal to more than one sense at the same time. Their use can not only add interest and variety to your presentation, but also keep you and your audience focused.

To summarize, effective speech delivery requires good use of voice, body language and visual aids. Good speakers connect with the audience by building rapport (融洽; 和谐) and tapping into their feelings. In other words, they present their ideas naturally, clearly and attractively.

1 Read the following speech on the iPhone.

The iPhone: a great invention of the 21st century

1 On January 9, 2007, Steve Jobs, Apple's CEO at that time, went up to the stage of the Macworld convention in San Francisco. There he said he would be introducing "a wide-screen iPod with touch controls", "a revolutionary new mobile phone", and "a breakthrough Internet communications device". But it wasn't three products. It was one product. It was the iPhone, one of the greatest inventions of the 21st century.

2 The iPhone is a line of smartphones invented by Apple. Since it was launched in 2007, it has radically changed the way we live, allowing us to connect with people and access information better than ever before in history. Today our mobile phone seems to be capable of everything: phone calls, emails, music, games, photos and movies ... This is largely attributed to the pioneering features of the iPhone.

3 In this talk, I'm going to introduce the history and development of the iPhone. Between 2007 and 2014, Apple released altogether eight generations of this device, from the original iPhone, iPhone 3G, iPhone 3GS, iPhone 4, iPhone 4S, iPhone 5, iPhone 5C and iPhone 5S, to the most recent iPhone 6 and iPhone 6 Plus. Each generation came out with remarkable innovation and improvement on the previous one.

4 The first generation, or the original iPhone, was released on June 29, 2007. It set up several features that remained through the next few generations. For example, the 3.5-inch screen size persisted for the next four generations.



5 Over the next two years, the second and third generations were introduced. They were respectively the iPhone 3G, released on July 11, 2008, and the iPhone 3GS, launched on June 19, 2009. These two phones were faster and more powerful, but sold at much lower prices. One of the new features added was a camera that could record video on the 3GS model.

6 The next two generations, namely the iPhone 4 and the iPhone 4S, continued evolution. The iPhone 4 came out on June 24, 2010. It had an all-new design, for example, a thinner body, a higher resolution of the screen and a front-facing camera for video calling. Following the iPhone 4 was the iPhone 4S, which went on sale on October 14, 2011. This model came with further improvement, such as a better camera, a new processor, and a natural language voice control system. New design and amazing functions made these two phones more powerful than any other mobile phone in their time.

7 The sixth-generation iPhone, i.e. the iPhone 5, is another revolutionary product. Released on September 21, 2012, it took the mobile phone to a new level. It was bigger and faster, but thinner and lighter. For instance, it had a 4-inch screen, up from the 3.5-inch display for all previous generations.

8 On September 20, 2013, Apple released its seventh-generation iPhone, which contained two models – the iPhone 5C and the iPhone 5S. This was the first time that Apple had simultaneously launched two models. The iPhone 5C was set at a mid-range price and was available in five colors – white, blue, green, pink, and yellow. The iPhone 5S came in three colors – black, white, and gold. It featured a fingerprint scanner, even faster speed and better camera functions.

9 The most recent generation, i.e. the eighth generation, was launched on September 19, 2014. It had two models, i.e. the iPhone 6 and iPhone 6 Plus, both of which came in three colors – gold, silver, and space gray. This series pushed the edge of design once again. It had larger displays, measuring at 4.7 inches for the iPhone 6 and 5.5 inches for the iPhone 6 Plus. Other major changes included thinner bodies, higher resolutions, a faster processor, better cameras, improved Wi-Fi connectivity, and support for a mobile payment platform. This line of the iPhone could be said to be the best smartphone to date.

10 This is how the iPhone has evolved in just a few years. From this brief review, we can see that the history of the iPhone is a story of constant technological innovation and progress.

11 Very few mobile phones have influenced our life as significantly as the iPhone has, and its impacts may well continue to extend across diverse fields. When Steve Jobs declared it a "revolutionary" product in 2007, he was not joking. The iPhone opened our eyes to how easy and productive using a mobile phone could be.

2 Work in small groups and take turns to deliver Paragraphs 1-2. Pay attention to your use of voice and body language.

3 What visual aids may you use if you deliver the speech in front of your class?

4 Suppose you are going to deliver the speech by using PowerPoint slides. Create the slides that you will use in your presentation.

Further practice in listening

Short conversations

Listen to five short conversations and choose the best answer to each question you hear.

1 A Ted will drop out of school.
  B Ted is very interested in computer class.
  C Ted will establish his own computer company.
  D Ted is not capable of setting up his computer company.

2 A He is worried about the wastewater recycling.
  B He is worried about the price of the tiny engines.
  C He is worried about people in areas lacking water.
  D He is worried about the pollutants in wastewater.

3 A The man is tired of driving cars to work every day.
  B The man is planning to buy an intelligent car.
  C The man thinks intelligent cars might be expensive.
  D The man is working with some engineers on intelligent cars.

4 A A business idea brought forth by an airline.
  B How to share online profiles to look for a potential relationship.
  C A dating program which helps people look for a partner online.
  D The in-flight online service offered by an airline.

5 A She suggests the man shoot videos for people online.
  B She suggests the man quit the online business.
  C She suggests the man start a video store online.
  D She suggests the man edit videos for people online.

New words

layman /ˈleɪmən/ *n.* 门外汉；外行人

Long conversation

Listen to a long conversation and choose the best answer to each question you hear.

1 A He has only written three stories and that is not enough.
  B He has no idea about his new writing assignment.
  C Writing three stories in two months is too much for him.
  D The two-month creative writing class is boring.

2 A She has long talks with someone on the beach.
  B She will first think about characters and the plot.
  C She draws inspiration by taking long walks in nature.
  D She usually goes to the train station to find inspiration.

3 A Approving.
  B Doubtful.
  C Indifferent.
  D Disapproving.

4 A Watch interesting people with strange hats.
  B Get creative ideas from real daily life.
  C Listen to dramatic goodbyes in different accents.
  D Talk with people to know their stories.

New words

credit /ˈkredɪt/ *n.* 赞扬；称赞

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

1 A Queen Elizabeth I.
  B Sir John Harrington.
  C Thomas Crapper.
  D Queen Elizabeth I's godmother.

2 A It was difficult to pull the knob on a chain to release water from the bowl.
  B It was very difficult to put water into the bowl.
  C The basin had to be emptied and cleaned constantly.
  D Removing the waste was highly water-consuming.

3 A They improved the pipes that were attached to the bottom.
  B They added a knob on the chain to pull more easily.
  C They improved the flush system to make it less water-consuming.
  D They improved the collection bowl to make it more sanitary.

4 A The person who invented the toilet.
  B The significance of the toilet in our life.
  C The invention of the toilet.
  D The development of the toilet.



New words

sanitation /ˌsænɪˈteɪʃn/ *n.* （尤指涉及供水和排污系统的）公共卫生
Sir John Harrington /sɜː ˌdʒɒn ˈhærɪŋtən/ 约翰 • 哈灵顿爵士
knob /nɒb/ *n.* 把手
sanitary /ˈsænət(ə)ri/ *a.* 公共卫生的，健康的（尤指与供水和排污系统有关的）
flush /flʌʃ/ *n.* （厕所里的）冲水设备

Passage 2

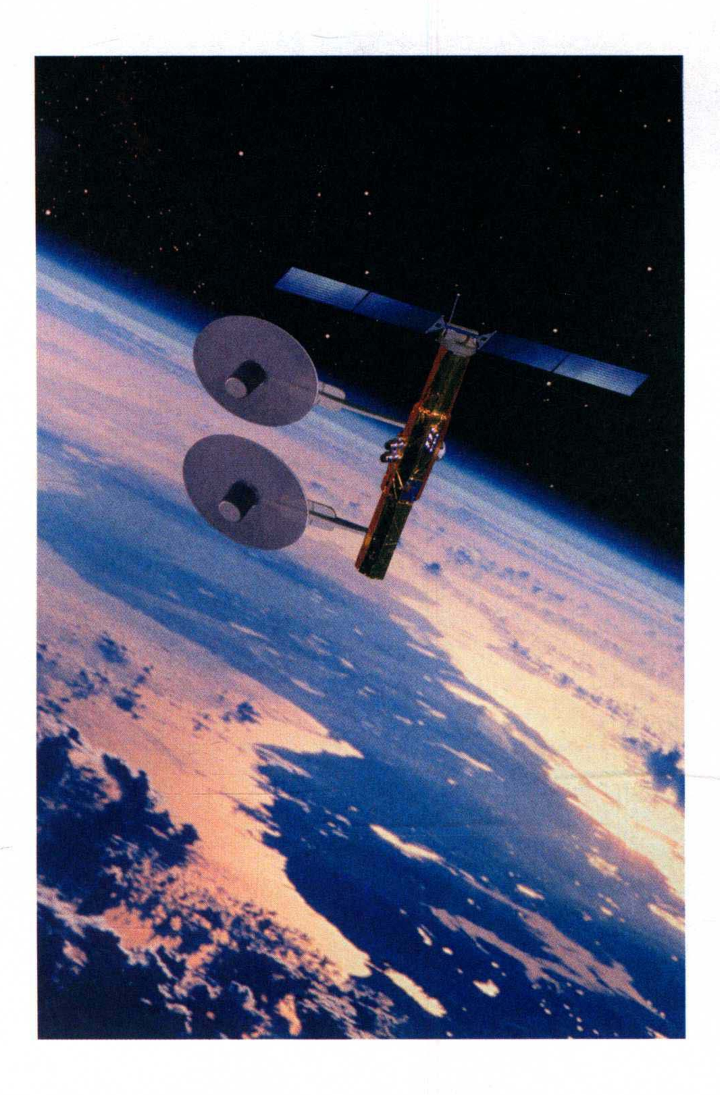
Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Scientific research should improve our overall quality of life. The government should provide financial and political support to any research that is likely to result in immediate and significant benefits for the people. However, people's ideas 1) __________ when it comes to whether the government should support scientific research with no practical use. Still 2) __________________ people believe that the government should distribute adequate funds to any scientific research that aims to improve the 3) __________ of people, even if it is of no practical use in the short run.

Scientific research whose social benefits are immediate, predictable, and 4) __________ should continue to be a high priority. For example, biotechnology research has been proven to help cure and prevent diseases; information technology enables education to be more 5) __________; and communication technology facilitates global peace by improving mutual understanding among people and their participation in the democratic process.

However, this is not to say that research whose benefits are less immediate or clear should be given a lower priority. It is difficult to predict which research will 6) __________ lead to the greatest contributions to society. Reluctance to finance less practical scientific research could 7) __________________ the efforts to explore new knowledge. This is particularly true of the computer sciences. For instance, before the first computer was invented, public opinions 8) __________________ it, as most people saw nothing practical in computer research. However, computers transformed the way human society evolved and proved to be of great avail in the long run, especially in terms of scientific development in fields such as the military, medicine, 9) __________, and education.

Therefore, never should we think that scientific research whose benefits are unknown 10) __________________ since the purpose of any research should be to discover truths, whatever it might be.



Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about inventions and creative ideas.	☐	☐
I can predict the theme and relevant vocabulary of a listening material based on the information given.	☐	☐
I can express myself appropriately while brainstorming.	☐	☐
I can present a business idea clearly.	☐	☐
I know how to use voice, body language and visual aids to deliver a speech effectively.	☐	☐



More than a paycheck

Learning objectives

- talk about different jobs
- listen for contrast
- manage a meeting / discussion
- talk about a typical day in life
- make an informative speech in topical order

Opening up

1 Read about the qualities people need to do their jobs. What jobs do you think they are talking about?

Winning is the most important thing for me. I've always been competitive, so I love my job. I think I'm a good leader. It's important that all the players know what they're doing and it's my job to tell them. The decisions I make are important for the whole team, so I can't be indecisive.

1

I'm a risk-taker, so to some extent, starting my own business wasn't difficult for me. I've always been very motivated and ambitious. I start work at 4:30 a.m. every day. I don't enjoy sleep. You can't afford to be lazy if you want to make money.

3

I have classes of 80 to 100 children so I have to be hard-working. I do my best, because education is so important for the children. You need to be a good communicator in this job, so that you can get the children interested in what they have to learn. Often, we don't have very many resources, so we also need to be creative and be able to think outside the box.

2

2 Think about three different jobs. Make sentences to describe what qualities are important for these jobs. Compare your ideas with a partner.



Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the statements about Val. Then watch Part 1 of the podcast and fill in the blanks.

VIDEO PODCAST



1) Val is a ________ at the BBC.

2) She really ________ her job.

3) She's always wanted to be ____________.

4) Today she's going to be talking to people about ____________.

Now watch again and check your answers.

New words

Part 2

the Salvation Army /ðə sælˌveɪʃn 'ɑːmi/ 救世军（基督教慈善组织）

stand-up /'stænd ˌʌp/ *a.* （笑话）单人表演的，单口的

brass /brɑːs/ *n.* 铜管乐器

Culture notes

the Salvation Army: an international organization that teaches Christianity and helps people with problems. It is organized like an army.

3 *What do they do?* Watch Part 2 of the podcast and check (✓) the jobs the speakers mention.

- ☐ 1 a teacher
- ☐ 2 a stand-up comedian
- ☐ 3 an architectural technologist
- ☐ 4 a footballer
- ☐ 5 a vet
- ☐ 6 a pediatrician
- ☐ 7 a cellist
- ☐ 8 a Salvation Army minister
- ☐ 9 a brass instrument repairer
- ☐ 10 a guitarist
- ☐ 11 a student nurse

Now watch again and check your answers.

4 *What did they dream of doing or being when they were younger?* Look at the people below and read the statements. Then watch Part 3 of the podcast and fill in the blanks.



I wanted to be a 1) __________. That's what I wanted to do. I wanted to play for Liverpool or Arsenal, and I was quite good, but not good 2) __________.



When I was a child, I dreamt of being a 3) __________ cellist and 4) __________ to whatever audience I could, within orchestras or on my own as a soloist.



As a child, I used to play a lot of guitar. So, I dream, dreamt of becoming, starting a 5) __________ and becoming a 6) __________ guitarist.

New words

Part 3

Liverpool /ˈlɪvəpuːl/ 利物浦队（英格兰足球超级联赛球队）

Arsenal /ˈɑːsn(ə)l/ 阿森纳队（英格兰足球超级联赛球队）

cellist /ˈtʃelɪst/ *n.* 大提琴手

orchestra /ˈɔːkɪstrə/ *n.* 管弦乐队

soloist /ˈsəʊləʊɪst/ *n.* 独奏者；独唱者

pediatrician /ˌpiːdiəˈtrɪʃn/ *n.* 儿科医生

envision /ɪnˈvɪʒn/ *v.* 展望；想象

realm /relm/ *n.* 领域；范围

Culture notes

Liverpool: here referring to Liverpool Football Club (or Liverpool F.C.), an English Premier League football club based in Liverpool.

Arsenal: here referring to Arsenal Football Club, an English Premier League football club based in Holloway, London.



When I was younger, I loved 7) __________ and I envisioned some kind of a career in sports – professionally, perhaps. Er, 8) __________________, I was thinking of business, in the business realm and finally I came away with er, 9) __________________ – that was my dream job and I get to do that through the Salvation Army.

5 *Would they describe their job as a dream job?* Look at the people below and read the statements. Then watch Part 4 of the podcast and match the statements 1-5 to the people A-E.











____ 1 To be working within the music industry, for me, is a dream. And I'm working with a lot of professional musicians and I see it as it's helping me achieve my overall dream.

____ 2 Every day is a different day and we do different things every day, so yeah, I would say it was a dream job.

____ 3 Yes, definitely. I, I feel that it allows me to be creative and I get to do what I always wanted to do.

____ 4 It is um, a dream job because you get quite a lot of satisfaction, job satisfaction.

____ 5 It's a dream job, especially when it goes well.

New words

Part 5

good money *n.* 高薪

6 *Are they ambitious?* Look at the people below and read the statements. Then watch Part 5 of the podcast and check (✔) the true statements.

☐ 1 

He likes to take control and make things happen for himself.

☐ 2 

She is ambitious, but she hasn't realized her dream.

☐ 3 

She is ambitious in developing other people's art.

☐ 4 

She wants to get a high salary and live in a nice house.

7 Work in pairs and discuss the questions.

1 What did you dream of doing or being when you were younger? How about now?

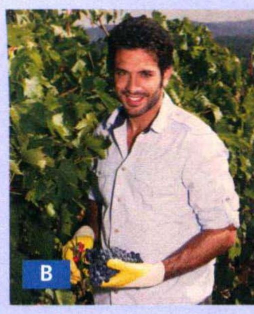
2 Are you ambitious? If so, in what way(s)?

Listening

BEFORE ▶ you listen

1 Work in pairs. Look at the pictures and answer the questions.







1 What are these jobs? Would you like to do them? Why or why not?
2 How would you describe your ideal job?

WHILE ▶ you listen

2 Listen to three people talking about their dream jobs. Then match the speakers to the pictures.

Speaker 1



Speaker 2



Speaker 3



New words

restaurant critic /ˈrest(ə)rɒnt ˌkrɪtɪk/ *n.* 餐厅评论员
vineyard /ˈvɪnjəd/ *n.*（种植葡萄并生产葡萄酒的）葡萄园
Tuscan /ˈtʌskən/ *a.*（意大利）托斯卡纳区的
frost control *n.* 除霜控制

3 Read the questions. Then listen to the talk again and answer the questions.

1 Who works very long hours?
2 Who got bored of eating restaurant food?
3 Who gave up his / her dream job?
4 Who travels a lot for his / her job?
5 Who sometimes works seven days a week?
6 Who thought his / her job looked exciting?
7 Who wouldn't change his / her job for anything?
8 Who previously worked in a bank?
9 Who has always loved fashion?
10 Who put on a lot of weight?

Now listen again and check your answers.

LISTENING SKILLS

Listening for contrast

Some ideas in listening are presented in the form of contrast, which needs you to judge and note different sides of an issue, such as advantages and disadvantages, past and present, expectation and reality, etc. If you can distinguish these ideas from each other in listening, you will easily grasp the speaker's train of thought.

The following are some commonly used discourse markers which you can rely on to sense the contrast in listening practice: *but, although, though, even though, however, despite, in spite of, while, even if, even so, still, whereas, nevertheless, yet, conversely, on the contrary, on the other hand, in contrast, not the same as, dissimilar to,* etc.

In addition to the discourse markers listed above, there are also expressions indicating contrast in meaning. Such examples may include:

- *What I didn't realize is ...*
- *The only problem, which I didn't realize at the time, is ...*
- *But the reality is very different ...*
- *Having said that, ...*

What should be noted is that expressions which do not literally indicate contrast may well lead to a contrast when placed in an appropriate context, like *this is not true* in the following example.

It is commonly said that women need to eat 500 extra calories a day in order to breastfeed. This is not true. Some women do eat more when they breastfeed, but others do not, and some even eat less, without any harm done to the mother or baby or the milk supply.

Therefore, besides those obvious discourse markers, you should watch out for any expressions that imply contrast in meaning.

Now you are going to listen to the talk again. Pay attention to the expressions indicating contrast in meaning.

4 Read the statements. Then listen again and fill in the blanks. After that, underline the expressions which indicate contrast.

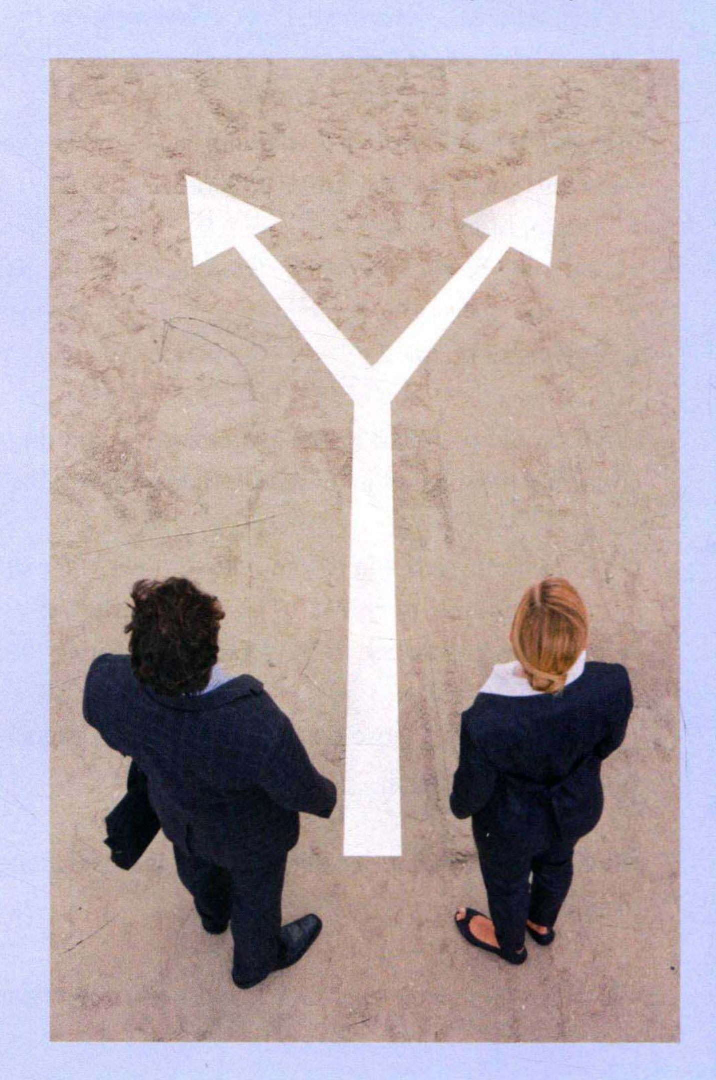
1 And I've always ________________, so the idea that I could go to fashion shows in Paris, New York, etc. was just ________________. What I didn't realize is that actually being a model is really, really ________________.
2 And the problem is that you need to ________________________. But often, you're ________________.
3 I could spend my days sitting in some of the best restaurants, ________________, and ________________ for it. The only problem, which I didn't realize at the time, is that actually you can ________________ of eating restaurant food.
4 I used to spend hours in the gym, doing exercise to try and ____________ the food I was eating. But it was impossible. So, in the end, ________________.
5 I had this ________________ idea of owning my own vineyard, making wine, and spending my life in the beautiful Tuscan countryside. But the reality is very different. I had no idea ________________ the job would be.
6 And in September, a bad storm can ________________ in just a few minutes. At least when I worked in an office, I didn't use to ________________________. Having said that, I love my life. And the science of making wine is ________________.

Now listen again and check your answers.

AFTER ▶ you listen

5 Work in pairs and discuss the questions.

1 Have you ever considered the potential disadvantages of your dream job? Are you prepared to accept them when you take the job?
2 Suppose you see your dream job advertised. Unfortunately, it asks for several specific skills and you've only got some of them. What would you probably do?
3 If you were offered a job that is irrelevant to your specialty and interest but with a decent salary, would you take it? Why or why not?



Viewing

BBC

BEFORE ▶ you view

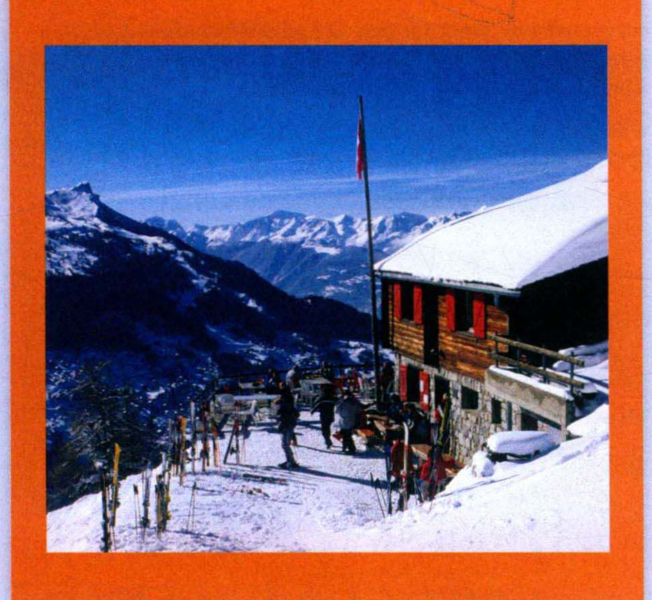
1 Read the program information below and answer the questions.

1 What is Toyah's usual job?
2 What job does she try?

BBC

Holiday: Fasten Your Seatbelt

Toyah Willcox is a TV presenter, singer and actress. In this BBC program she takes a new holiday job as a chalet girl in Verbier, Switzerland. Her job is to clean the chalet and cook for six guests. The problem is that Toyah isn't a good cook and it's her first time in this kind of job.



New words

Toyah Willcox /ˌtɒjɔː wɪl'kɒks/ 托亚·威尔科克斯
chalet /'ʃæleɪ/ *n.*（尤指瑞士山区屋顶陡斜的）小木屋
Verbier /vəbɪə/ 韦尔比耶（瑞士滑雪胜地）
Switzerland /'swɪtsələnd/ 瑞士（西欧国家）
Crystal Holidays /'krɪstl ˌhɒlɪdeɪz/ 水晶假日（旅游公司）
franc /fræŋk/ *n.* 法郎
Rosemary /'rəʊzm(ə)ri/ 罗斯玛丽
Trish Brian /ˌtrɪʃ 'braɪən/ 翠茜·布赖恩
hoover /'huːvə/ *v.* 用真空吸尘器清洁（地毯或地板）

Culture notes

Verbier: a village located on a bright and sunny plateau（高原）above the picturesque（美丽如画的）valley "Val de Bagnes" in Switzerland. More than one million visitors a year come to Verbier to ski, play golf or just enjoy the great views.

franc: the unit of currency that was used in France and Belgium before it was replaced by the euro. It is also the unit of currency in some other countries where French is spoken.

2 Work in pairs. Discuss what kind of specific jobs Toyah, as a chalet girl, might take in a typical day. Some are already given to you.

Toyah will have to cook meals,

________________, ________________,
________________, ________________,
________________ ...

WHILE ▶ you view

3 Read the statements and the answer choices. Then watch the video clip and choose the best answers.

1 Toyah starts her work by ______.
   A cleaning the kitchen
   B going shopping
   C cleaning the bathroom
   D cooking food
2 The tourists come to the skiing resort of Verbier to do the following EXCEPT ______.
   A skiing
   B relaxing
   C enjoying good food
   D enjoying good service
3 We learn from the video clip that the guests are ______.
   A critical
   B considerate
   C satisfied
   D annoyed
4 We can conclude from the video clip that Toyah is ______ as a chalet girl.
   A smart
   B experienced
   C absent-minded
   D inexperienced

4 Work in groups. Watch the video clip again and discuss the problems Toyah has. Use the prompts below to help.

1 shopping / 174 / 100 francs
2 salt / soup
3 not have / key
4 guest / want / egg

AFTER ▶ you view

Culture notes

Queensland: a state in northeastern Australia. It is a popular place for tourists because of its warm weather, its beaches on the Gold Coast, and the Great Barrier Reef (大堡礁).

Wanted:
Paradise Island Caretaker (看守人)

We are looking for someone to work on a tropical island off the Queensland (昆士兰) coast. No formal qualifications are needed, but candidates must be willing to swim, snorkel (使用水下呼吸管潜游), dive and sail.

- The successful applicant will receive a salary of A$ 150,000 for six months and get to live rent-free in a three-bedroom villa (别墅), complete with pool.
- The new recruit will work for just 12 hours a month. Duties include feeding some of the hundreds of species of fish and collecting the island's mail.
- They will also need to prepare a blog, a photo diary and video updates to attract tourists to the area.

5 Read the above advertisement and answer the questions.

1 What kind of person would be good at this job?
2 Would you like to do this job? Why or why not?

6 Work in pairs and role-play the following situation.

A You are going to apply for the job of Paradise Island caretaker. Think about what you will say to the manager of Human Resources.

B You are the manager of Human Resources and will give A, the applicant, an interview for the job. You may ask him / her the reasons for applying for this job, the qualities he / she has, etc.

Speaking for communication

Role-play

1 Listen to a team having a meeting to decide how to complete the task below. Underline the options they decide on.

Set up a catering company

Your team wants to start a business that prepares food for customers, either for their businesses, or for events they organize.

Name: Food4events / Italy on the move / Buon Appetito

Company location: in central London / outside London

Type of catering: company catering / events catering

Specialty Food: British / Mediterranean (Italian) / Indian

New words

lotus /'ləʊtəs/ *n.* 莲花

saffron /'sæfrən/ *n.* 藏红花

recap /'riːˌkæp/ *v.* 扼要重述；概括

Culture notes

Buon Appetito: an Italian term, which means "enjoy your meal". Before a dinner with friends you say it to the whole company and expect the same answer in return. It is a blessing for the meal to come.

2 Read the expressions. Then listen again and check(✓) the ones you hear.

☐ 1 First of all,…

☐ 2 Let's get started.

☐ 3 Let's focus on …

☐ 4 Does everyone agree with that?

☐ 5 We're here today to discuss …

☐ 6 So, moving on to the next point,…

☐ 7 OK, so let's recap: …

☐ 8 If nobody has anything else to add,…

☐ 9 What else do we need to think about?

☐10 Let me just recap on what we've decided so far.

☐11 I think we need to come back to …

☐12 We seem to be losing sight of the main point.

☐13 I really feel that …

☐14 Let's go with …

☐15 So, let's sum up what we've decided.

☐16 To sum up,…



SPEAKING SKILLS

Managing a meeting / discussion

Effectively managing a meeting / discussion is of great significance to the one who chairs the meeting / discussion. Generally speaking, several phases are included in managing a meeting / discussion: opening the meeting / discussion, asking for contributions, keeping control of the meeting / discussion, moving on to the next point, summarizing and closing the meeting / discussion.

Some useful expressions you may use in each phase are shown in the following table.

Phases	Expressions
Opening the meeting / discussion	• I'd like to start the meeting / discussion by … • … is at the top of the agenda. • First of all,… • Let's begin with … • We're here today to discuss … • I've called this meeting / discussion in order to …
Asking for contributions	• Have you got anything to say on this? • How do you feel about …? • What's your idea / opinion / view on …? • Do you have any comment on …? • Where do you stand on the issue of …?
Keeping control of the meeting / discussion	• I think we need to come back to … • I think that covers the first item. • We seem to be losing sight of the main point. • Could you keep to the point please?
Moving on to the next point	• So, if there is nothing else we need to discuss, let's move on to the next point. • If nobody has anything else to add, then let's move on to the next topic. • The next item on the agenda is … • So, moving on to the next point … • What comes next? • Could we move on to … on the agenda?
Summarizing and closing the meeting / discussion	• OK, so let's recap:… • Let me just recap on what we've decided so far. • To sum up,… • Before we close, let me just summarize the main points. • Shall I go over the main points? • Right, it looks as though we've covered the main items.

3 Work in groups and do the following activity.

Step 1

Read the task below and write down some ideas.

> **Set up a company to promote tourism**
>
> You are going to set up a tour company to promote tourism in your town / city / country. You need to decide on the following:
>
> - the name and location of the company
> - what type of tours you will organize and where tourists will go (language tour / history tour / sports tour, etc.)
> - how you will promote tourism
> - how the tour you organize will be different from the ones organized by other companies

Step 2

Work in groups of four. Read your roles and come up with a plan for the business.

A It's your job to manage the discussion. Try to cover all the points.

B Try to come up with as many ideas as possible.

C Try to come up with as many ideas as possible.

D Make sure you make notes about any decisions that are made. You will be the group's spokesperson and will present your group's business plan to the whole class.

Step 3

When you are ready, start the discussion like this.

A: *Shall we start? First of all ...*

Pay attention to your different roles.



Group discussion Talking about a typical day in life

Get ideas

1 Listen to a woman describing a typical day in her life. Do you think she likes her job?

New words

muffin /'mʌfɪn/ *n.* 英格兰松饼（通常烤热加黄油吃）
nap /næp/ *n.* （通常指在白天）小睡，打盹

2 Listen to the recording again and list what happens at each specific time. Some are already given to you.

6:30 She gets up, takes a shower, and has breakfast.

7:20 ______________________________

7:30 She has to be at work: checks the mail, goes to the classroom and checks if everything is ready.

8:00 ______________________________

9:00 ______________________________



12:00 She and the children have lunch.

15:30 ______________________________

16:00 ______________________________

17:00 ______________________________



Discuss and organize ideas

3 Work in groups of four. Each of you interviews a person doing a particular job. Use the questions below as interview questions to find out about a typical day of his / her life.

1 What do you do?
2 When do you usually get up in the morning?
3 How many hours do you have to work every day?
4 What tasks do you usually have to do?
5 Whom do you spend your day with?
6 What problems or challenges do you have?
7 How do you relax?
8 What is the best part of your day?

4 Share the typical day of the people you have interviewed. Take notes in the following table while your group members are speaking.

Job Description	Job 1	Job 2	Job 3	Job 4
Their job				
Time to get up				
Hours of work				
Tasks they have to do				
People they spend their day with				
Problems and challenges				
How they relax				
The best part of their day				

Present ideas

5 Based on the notes you have made above, decide:

- what job is the busiest
- what job is the most interesting
- what job offers the biggest sense of achievement

6 Summarize your discussion and report to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Introduce clearly a typical day of a person's life.
☐ Provide convincing reasons for my conclusion.
☐ Make myself easy to understand.
☐ Pause sometimes and check for understanding.
☐ Use appropriate intonation patterns.

Public speaking

PUBLIC SPEAKING SKILLS

Informative speeches (I)

General purpose and categories of informative speeches

An informative speech is a speech that aims to convey knowledge and increase understanding. Informative speeches can be classified in a variety of ways. One way to classify them is by the subject matter they address. We can get the following four categories of informative speeches based on the subject matter:

1 Speeches about objects: intend to inform the audience about anything that is visible and tangible. You can talk about places, structures, products, animals, and even people.

2 Speeches about processes: intend to describe the series of steps that lead to a finished product or end result. You can talk about how something is made, how something is done, or how something works.

3 Speeches about events: intend to introduce things that happened, are happening, or will happen. You can approach an event from almost any angle such as the history, features, benefits, or future development of it.

4 Speeches about concepts: intend to explain abstract or complex ideas or theories and attempt to make them concrete and understandable to the audience.

Specific purpose and central idea of an informative speech

The specific purpose determines the focus of a speech. Since it is impossible for you to tell your audience everything about a topic in the allotted (指定的) speaking time, it is necessary for you to pick a specific purpose and focus on only one or a few limited aspects. The specific purpose of a speech is usually stated in a single infinitive phrase that indicates precisely what you hope to accomplish with your speech.

The central idea is the core message you want your audience to hear from your speech. Sometimes, it is also called the thesis statement or the subject sentence. It is usually expressed clearly in a full declarative sentence that refines and sharpens your specific purpose statement.

The following is an example of an informative speech topic, its general purpose, and its possible specific purpose and central idea. The underlined words show the specific aspects of the topic the speech will focus on.

Topic: Sleep deprivation (睡眠不足)
General purpose: To inform

Specific purpose: To inform my audience about the causes, harm and treatments of sleep deprivation.
Central idea: Sleep deprivation, a medical situation caused by various factors, can do great harm to health, but can be treated with effective methods.

Topical order

There are various methods to organize the main points of an informative speech, depending on the topic and specific purpose. Among them, the three most common methods are: topical order, chronological order, and spatial order. Here we will introduce the topical order while leaving the other two to Unit 6.

A speech organized in topical order takes a large topic and breaks it into several logical and consistent sub-topics, each of which becomes a main point in the speech. For example, the main points of the above speech about sleep deprivation can be organized in the following way:

Topic: Sleep deprivation
Specific purpose: To inform my audience about the causes, harm and treatments of sleep deprivation.
Central idea: Sleep deprivation, a medical situation caused by various factors, can do great harm to health, but can be treated with effective methods.
Main points:

I Sleep deprivation is caused by various factors.
II Sleep deprivation can lead to serious health problems.
III Sleep deprivation can be treated effectively with some methods.

In this example, each main point is a sub-topic of the large topic "sleep deprivation", and each deals with one particular aspect of sleep deprivation. This is a typical example of a speech with the main points organized in topical order.

Topical order is applicable to almost any subject and to any kind of speech. Therefore, it is used more often than any other method of speech organization.

Prepare a five-minute speech informing your audience about how to find their dream career. Organize the main points of your speech in topical order. Use transitional phrases and sentences to guide your audience through the development of the speech. The following outline is provided as a reference for you to follow when you organize the speech.

Topic: How to find your dream career?

Specific purpose: ____________________

Central idea: ____________________

Outline

Introduction

I Open your speech by saying something that catches your audience's attention.

II Establish your credibility on the topic.

III State your central idea.

IV Preview the main points of your speech.

Body

I (main point 1) ____________________

  A (sub-point 1) ____________________

    1 (supporting detail 1) ____________________

    2 (supporting detail 2) ____________________

  B (sub-point 2) ____________________

    1 (supporting detail 1) ____________________

    2 (supporting detail 2) ____________________

II (main point 2) ____________________

  A (sub-point 1) ____________________

    1 (supporting detail 1) ____________________

    2 (supporting detail 2) ____________________

  B (sub-point 2) ____________________

    1 (supporting detail 1) ____________________

    2 (supporting detail 2) ____________________

...

Conclusion

I Restate your central idea.

II Give a closing remark.

Further practice in listening

Short conversations

Listen to five short conversations and choose the best answer to each question you hear.

1 A She should talk about the promotion with her boss.
  B She should keep shut until a better job is available.
  C She should quit her job to get a better one.
  D She should urge her boss to keep the promise.

2 A She can't understand the man's point of view.
  B The man should earn the bread.
  C The man is responsible for his family.
  D She can't agree more with the man.

3 A The man is ungrateful in deciding to leave.
  B The man has a good reason to decide to leave.
  C She regrets having done a lot for the man's career.
  D She asks the man to pay back the money spent on him.

4 A He has to sit at the computer for half an hour.
  B He will stop to enjoy a coffee break.
  C He will finish his report soon.
  D He cannot afford to have a coffee break.

5 A She was just telling a joke about quitting her job.
  B She wasn't satisfied with her salary.
  C She was fed up with counting money at her job.
  D She was to quit her job and look for an accounting job.

Long conversation

New words

ballroom dancer *n.* 跳交谊舞者
waltz /wɔːlts/ *v.* 跳华尔兹舞

Culture notes

corner office: an office that is located in the corner of a building. It is usually considered desirable because it has windows on two exterior walls, different from the typical office with only one window or none at all. It is often given to the highest ranking executives.

Listen to a long conversation and choose the best answer to each question you hear.

1 A Having no ice-cold lemon juice to ease the crazy heat.
  B Awful job, hot weather and working outside.
  C Having to pay his rent immediately.
  D Graduating from college without his own business.

2 A A self-made millionaire.
  B A gardener.
  C A professional dancer.
  D A senior clerk.

3 A Supportive.
  B Sarcastic.
  C Indifferent.
  D Worried.

4 A Playing video games for a living.
  B Becoming a pilot.
  C Working as a gardener.
  D Becoming a ballroom dancer.

Passage 1

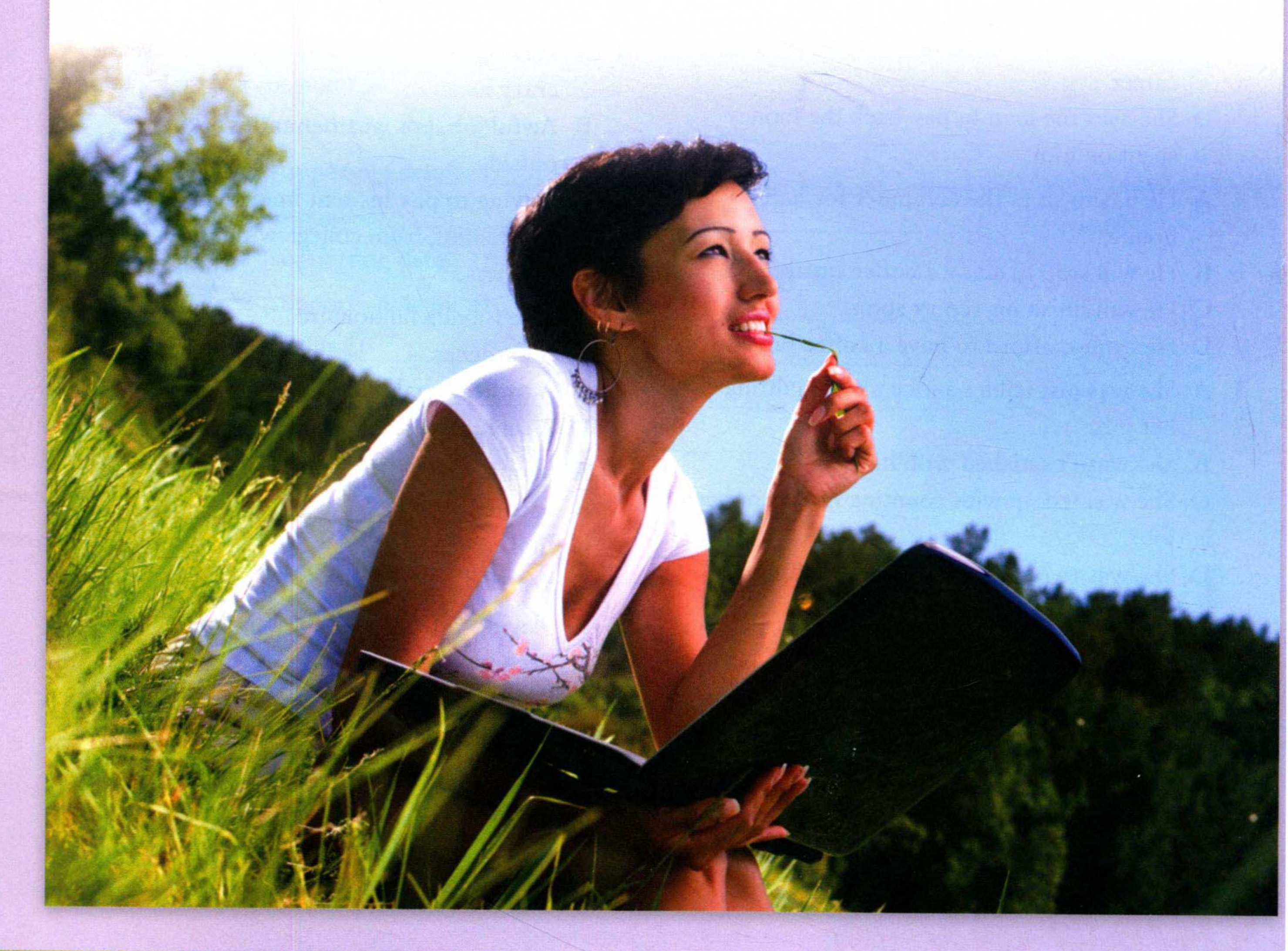
Listen to a short passage and choose the best answer to each question you hear.

1 A Because there was no salary increase.
  B Because there was no flexibility.
  C Because the boss was not understanding.
  D Because she had no passion anymore.

2 A Money can buy you nice things.
  B Money can buy you happiness.
  C Money means success.
  D Money can always bring you satisfaction.

3 A Starting something from scratch.
  B Doing jobs that express your passion.
  C Turning hobbies into professional pursuits.
  D Starting your own business.

4 A Working in a company.
  B Starting her own business.
  C Testing out different investment strategies.
  D Sharing ideas and thoughts through blogging.

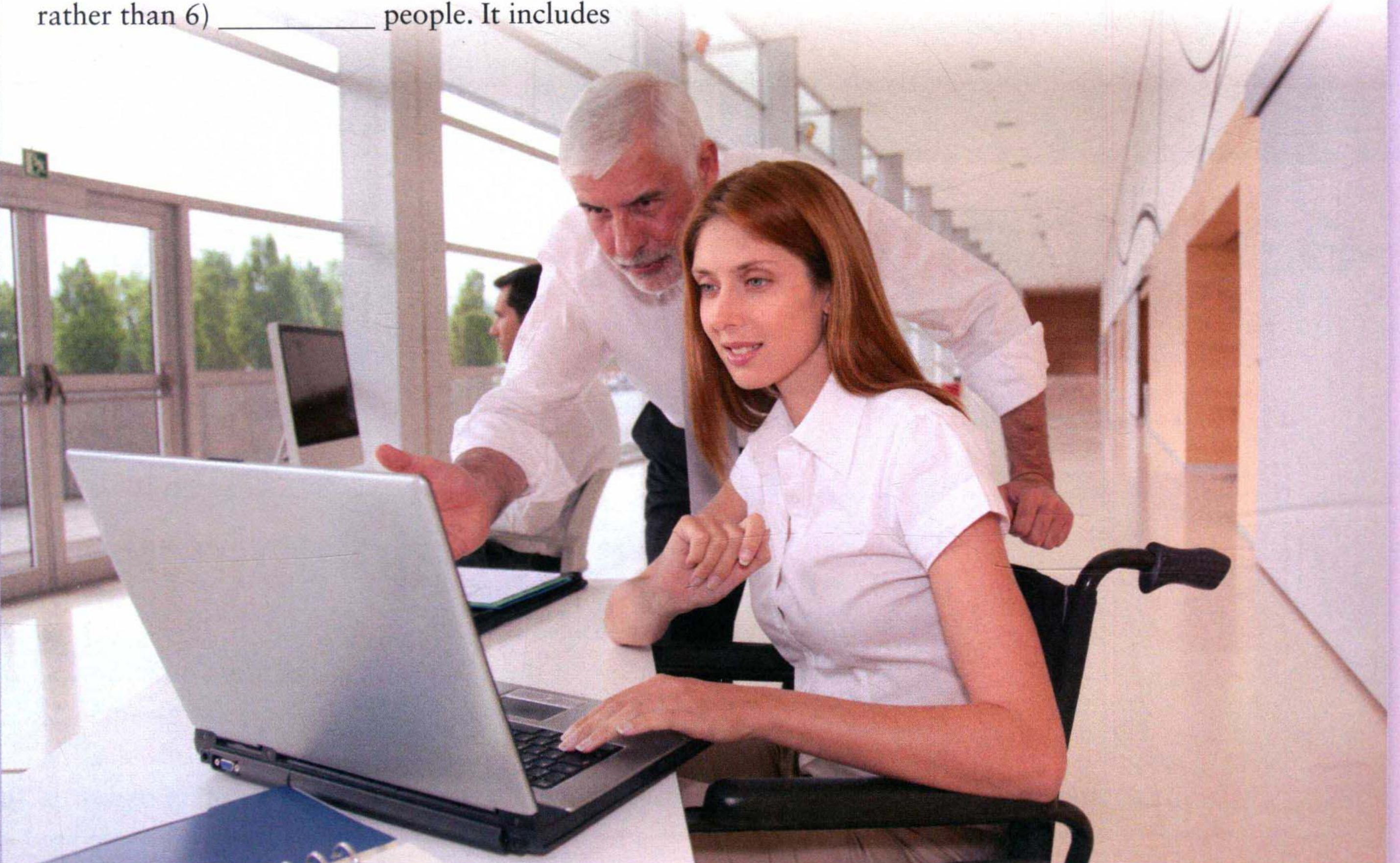


Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

A poorly trained manager can make an employee's life miserable. In 99 out of 100 cases, employees may 1) __________________ low spirits and then gradually become no longer 2) __________ about their jobs just because they have a boss who doesn't approve of them, doesn't listen to them, or generally 3) __________ their self-esteem.

Three basic skills that every manager should use in order to be 4) __________ on the job are: being specific, enhancing others' self-esteem and listening effectively. Being specific means giving 5) __________ instructions about what is to be done and the results to be achieved. Being specific also means describing the behavior of people rather than 6) __________ people. It includes giving both positive feedback that tells them what to repeat and corrective feedback that is firm, yet not critical. Then it 7) __________________ evoking in the employees self-esteem. Self-esteem is a private, individual matter. It is not fixed, but goes up and down from day to day, or even from hour to hour. Thus, building self-esteem is no easy task. Managers can't MAKE people feel good about themselves, but rather, they need to help people develop their own self-esteem as self-esteem is like a door that's locked from the inside. A final skill that today's managers need more than ever is listening. Listening may seem like a 8) __________ skill, but it's not practiced as much as it should be in business today. People 9) __________________ think about what they are going to say in response when another person is talking, instead of 10) __________________ what that person is saying and what he / she means.



Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about different jobs.	☐	☐
I can identify the contrasting information in listening.	☐	☐
I can manage a meeting / discussion skillfully.	☐	☐
I can describe a typical day in someone's life.	☐	☐
I can make an informative speech in topical order.	☐	☐



Histories make men wise

Learning objectives

- talk about important events and people in history
- make inferences
- express uncertainty
- talk about an imaginary history
- make an informative speech in chronological or spatial order

Opening up

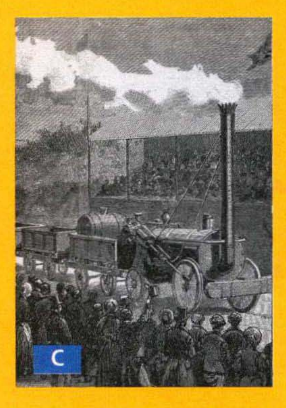
Work in pairs and look at the pictures below. What important developments in history do they show? What do you think are their impacts on human life?



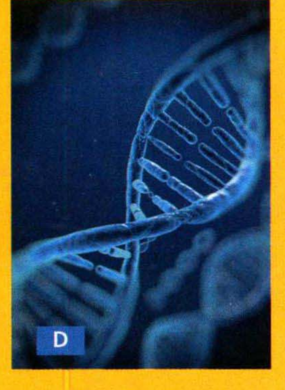
A



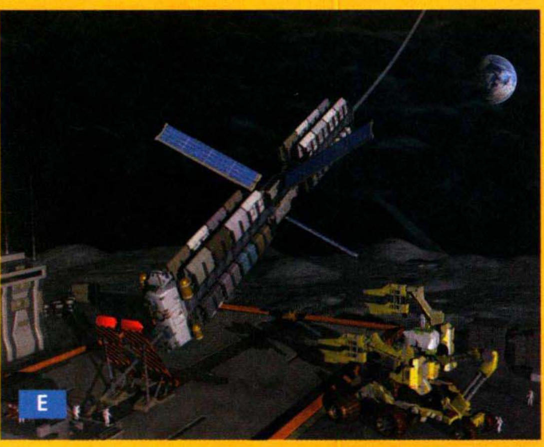
B



C



D



E

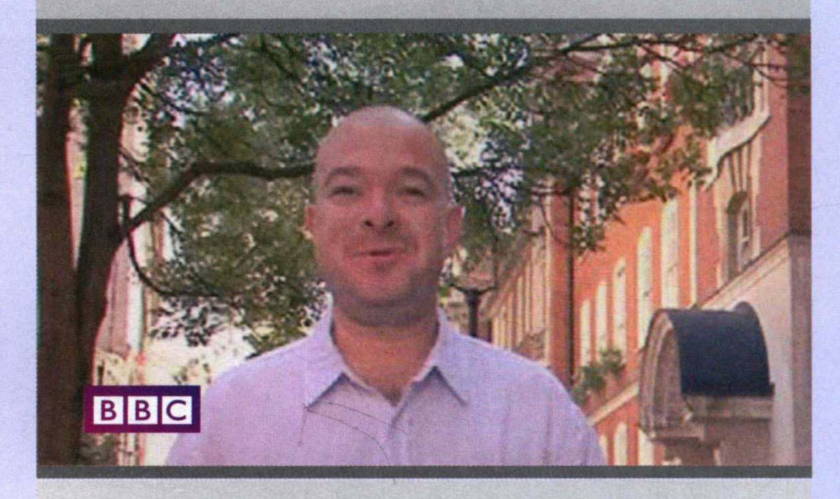
Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Pasha uses.

VIDEO PODCAST



I enjoy 1) __________ about the past but I'm very happy to live in the 2) __________________ with all its freedom and the 3) __________ we have. Today I'm talking to people about the past and how history has 4) __________ our lives. Do you think life is 5) __________ now than in the past?

Now watch again and check your answers.

3 *Do they think life is better now than in the past?* Look at the people below and read the statements. Then watch Part 2 of the podcast and fill in the blanks.



As a woman, it's infinitely better now. You know, you, you've got birth control; you've got 1) __________; you've got the 2) ____________.



I think the, the improvements in 3) __________, er the general infrastructure, (the) Internet, um, you know, cars, roadways, health, health improvements and scientific improvements in 4) __________ have kind of enabled us to, to have 5) ________________ now than in the past.



I'm a 6) ________________ and I enjoy my life today.



It's got 7) ________________ in the past than it has now.

New words

Part 2

infrastructure /ˈɪnfrəˌstrʌktʃə/ *n.* 基础设施

materialistic /məˌtɪəriəˈlɪstɪk/ *a.* 实利主义的；物质主义的



Today, I don't really think there's, there are many 8) ________________ to believe in, whereas in the past people's 9) __________ were a lot more fired up.



I think our society's become much more ... materialistic and consumption-focused and I think that's 10) ________________.

Now watch again and check your answers.

New words

Part 3

Christian Dior /'krɪstiːn ˌdɪɒ/ 克里斯汀・迪奥（法国时装设计师）

flapper /'flæpə/ *n.*（20 世纪 20 年代追求享受、蔑视传统行为规范的）年轻女性

martini /mɑː'tiːni/ *n.* 马丁尼酒（用杜松子酒和苦艾酒混合而成的烈性酒）

Part 4

Winston Churchill /ˌwɪŋstn 'tʃɜːtʃɪl/ 温斯顿・丘吉尔（英国政治家、演说家、作家）

Princess Diana /ˌprɪn'ses daɪ'ænə/（英国）戴安娜王妃

Friedrich Nietzsche /'friːdrɪk ˌniːtʃə/ 弗里德里希・尼采（德国哲学家）

Culture notes

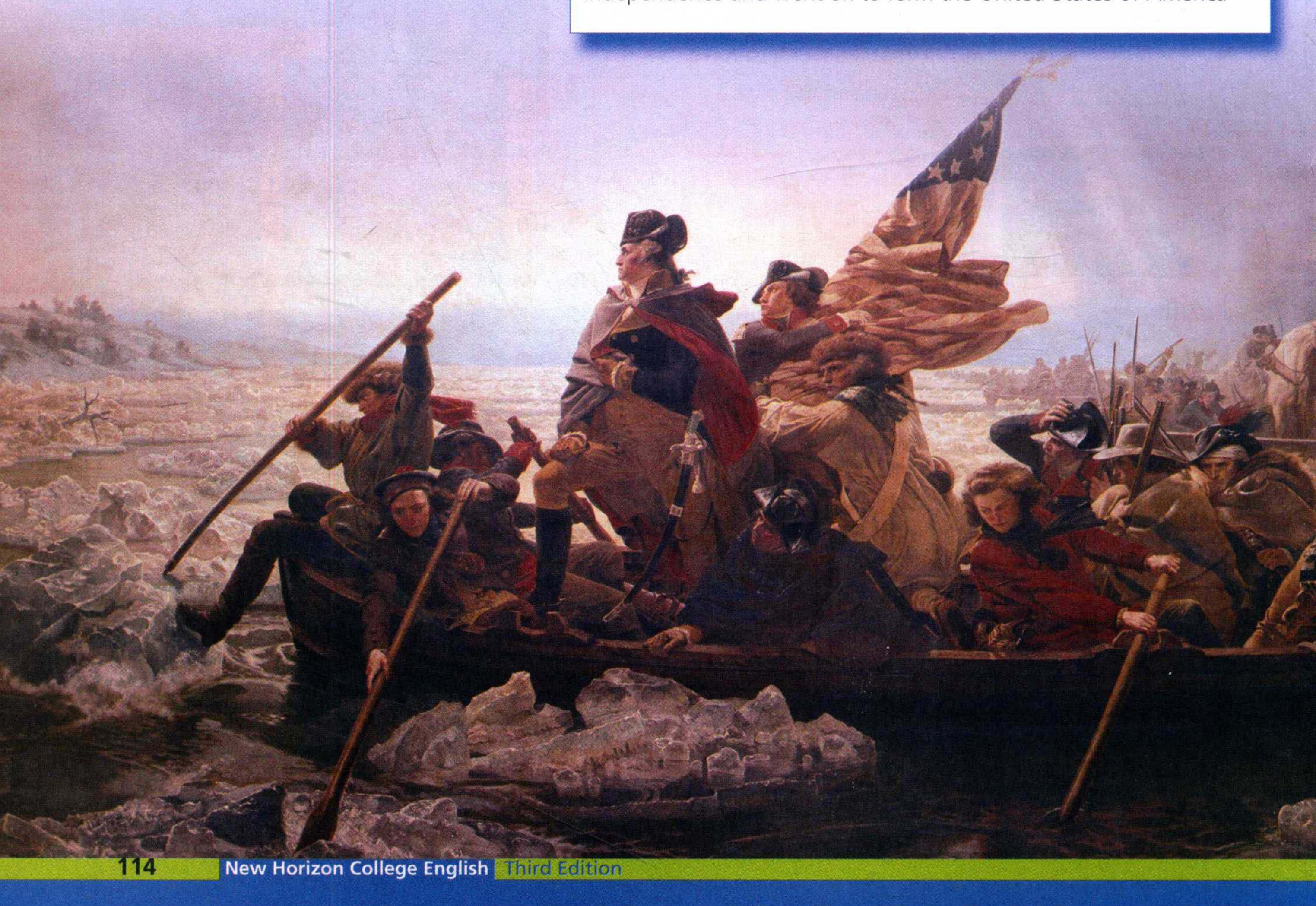
Christian Dior: a French fashion designer whose creations dominated world fashion in the decade following the Second World War. His designs represented consistent classic elegance, stressing the feminine look.

Winston Churchill: a British statesman, orator and writer who was prime minister from 1940 to 1945 and from 1951 to 1955. He was best known for leading his country from near defeat to victory during the Second World War.

Princess Diana: the first wife of Charles, Prince of Wales, whom she married on July 29, 1981. Retaining her title Princess of Wales after the divorce in 1996, she continued her humanitarian work. Her death in an automobile accident in Paris in 1997 produced intense national mourning.

Friedrich Nietzsche: a German philosopher, one of the most influential of all modern thinkers. He attacked Christianity and conventional ethical viewpoints.

American War of Independence: the war (1775-1783) in which 13 of Great Britain's North American colonies won political independence and went on to form the United States of America



4 *If they could have lived through a different age or decade, which would they choose and why?* Look at the people below and read the table. Then watch Part 3 of the podcast and match the decades and reasons to the people A-E.











People	Decades	Reasons
A	the 1920s	There was a major cultural revolution then.
B	the 18th century	It was the Christian Dior era in fashion.
C	the 1960s	She would like to have been a "flapper".
D	the late 1960s, 1970s	There were a lot more causes to believe in.
E	the 1950s	People were exploring the world.

Now watch again and check your answers.

5 *In their opinion, what historical events or people have changed the course of history?* Watch Part 4 of the podcast and check (✓) the events and people you hear.

- ☐ 1 Nelson Mandela
- ☐ 2 Winston Churchill
- ☐ 3 French Revolution
- ☐ 4 Princess Diana
- ☐ 5 World Wars I and II
- ☐ 6 September 11
- ☐ 7 Iraq war
- ☐ 8 the moon landing
- ☐ 9 American War of Independence
- ☐10 Friedrich Nietzsche

Now watch again and check your answers.

6 Work in pairs and discuss the questions.

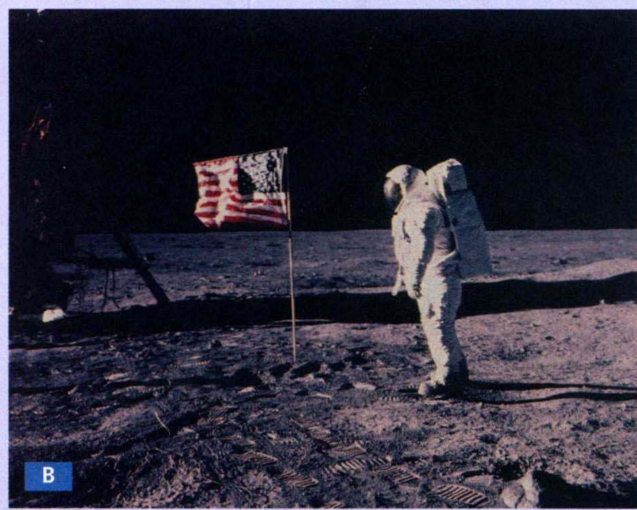
1 Do you think life is better now than in the past?
2 If you could have lived through a different age or decade, which would you choose and why?
3 In your opinion, what historical events or people have changed the course of history? In what way(s)?

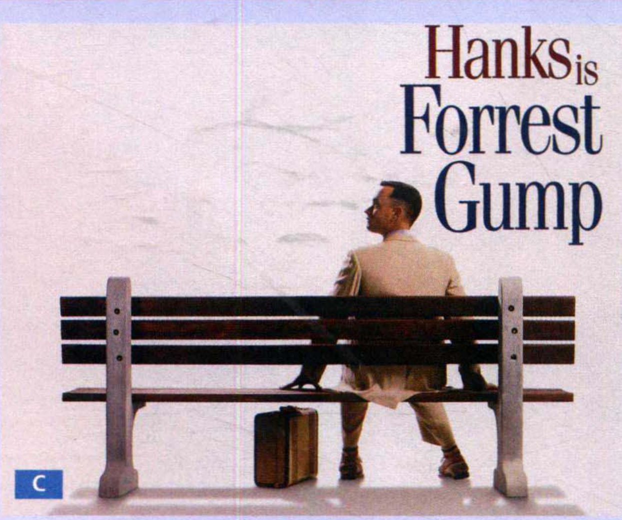
Listening

BEFORE ▶ you listen

1 Look at the pictures A-C. Which decades do you think they are from?


A


B



C

New words

Forrest Gump《阿甘正传》（电影名）
Pulp Fiction /ˌpʌlp ˈfɪkʃn/《低俗小说》（电影名）
The Shawshank Redemption /ðə ˌʃɒʃæŋk rɪˈdempʃn/《肖申克的救赎》（电影名）
Blur /blɜː/ 污点（乐队名）
millennium /mɪˈleniəm/ *n.* 一千年；千年期
Tony Blair 托尼·布莱尔（英国前首相）
regimented /ˈredʒɪˌmentɪd/ *a.* 受严格规章制度管理的
John Lennon 约翰·列侬（英国摇滚乐队“披头士”成员）
Scorsese /ˌskɒˈsiːzi/ 斯科西斯（美国电影导演）
Taxi Driver《出租车司机》（电影名）
Spielberg /spɪlˈbəg/ 斯皮尔伯格（美国电影导演）
Duel /ˈdjuːəl/《决斗》（电影名）
artistry /ˈɑːtɪstri/ *n.* 艺术技巧；艺术特色
retrospect /ˈretrəʊˌspekt/ *n.* 回顾；回想
nostalgia /nɒˈstældʒə/ *n.* 怀旧
hair gel /ˌheə ˈdʒel/ *n.* 发胶
earring /ˈɪərɪŋ/ *n.* 耳环
geometric /ˌdʒiːəˈmetrɪk/ *a.* 几何图形的
soul /səʊl/ *n.* 灵乐（一种美国黑人音乐）
Luther Vandross /ˌluːθə(r) vænˈdrɒs/ 路德·范德鲁斯（美国节奏蓝调和灵乐创作歌手，音乐制作人）
Billy Ocean /ˌbɪli ˈəʊʃn/ 比利·欧逊（英国节奏蓝调和灵乐歌手）
New Romantic 新浪漫（一种音乐流派）
Madonna /məˈdɒnə/ 麦当娜（美国歌唱演艺界明星）
trendsetter /ˈtrendˌsetə/ *n.* 引领时尚的人（或事物）
Back to the Future《回到未来》（电影名）
Michael J. Fox 迈克尔·J. 福克斯（加拿大裔美籍演员）
Desperately Seeking Susan /ˈdesp(ə)rətli siːkɪŋ ˌsuːz(ə)n/《寻找苏珊》（电影名）
E.T.《外星人》（电影名）
Police Academy /pəˌliːs əˈkædəmi/《警察学校》（电影名）

LISTENING SKILLS

Making inferences

In listening comprehension, an inference is an interpretation or a conclusion based on the information that you hear. Making inferences is a critical listening skill because the speaker does not always state clearly or explicitly all important information. That is, important information is sometimes implied rather than stated. You have to "listen between the lines" to figure out what really is meant. By making correct inferences, you will get a better understanding of what you hear.

How can we make inferences successfully? Here are some strategies you can follow:

1 Catch the literal meaning first. Before making any interpretation, you need to grasp the stated facts and ideas. Only when you have understood the literal or factual content can you go beyond literal meaning and draw inferences.

2 Pay attention to the words used by the speaker. Focus your attention on the informative words – mostly verbs, nouns, adjectives, and adverbs – that help you spot the speaker's attitudes, values, beliefs and conclusions.

   For example, when you hear *When the phone finally rang, Joe leaped from the edge of his chair and grabbed for it …*, the literal meaning is that Joe was answering a call. But words like *leaped, edge of his chair,* and *grabbed for* indicate that Joe was in a hurry. So what does the speaker really mean by using these words? Based on the information you get from the literal meaning and from your own life experience, the inference you can draw is that Joe probably had been waiting for the call anxiously.

3 Ask questions that may help you make inferences. For example, what does the speaker literally say? What more is suggested? What does the speaker really mean? In trying to answer the questions, you can gradually reach your own interpretation and conclusion.

4 Use your prior knowledge of the topic to help you make inferences. Inferences are largely based on background knowledge. It is critical that listeners associate their prior knowledge with the content of the listening material in order to make sense of what they are listening to. Listeners who possess rich prior knowledge about the topic often understand the listening material better than those with little prior knowledge.

5 Pay attention to the speaker's tone and try to identify the specific emotion in his / her voice. Ask yourself: What emotion can I identify in his / her voice? What does that tell me about the speaker's attitude or about the meaning of his / her words?

Now you are going to listen to three people talking about different decades they grew up in. When you listen, try to make inferences about whether they feel positive or negative about their decades by following the strategies introduced above.

WHILE ▶ you listen

2 Listen to three people talking about different decades. Which decades did they grow up in? Generally, do they feel positive or negative about that decade?

3 Compare your answers to Exercise 2 with a partner. Explain the reasons for your answers. What information helped you make such inferences?

4 Read the questions. Then listen to the recording again and answer the questions.

1. What "two important aspects" of his life does Speaker 1 mention?
2. What does Speaker 1 feel lucky to do?
3. Where is Speaker 2 from?
4. Which musician was "an icon" for Speaker 2?
5. What two things did Speaker 3 think he didn't like during the 80s?
6. What trend did Madonna start in the mid 80s?

Now listen again and check your answers.

AFTER ▶ you listen

5 Look at the following topics. Choose one of them and talk about how it changed as you grew up.

- music
- TV and / or films
- sports
- technology
- fashion

Culture notes

Pulp Fiction: a 1994 American crime film directed by Quentin Tarantino (昆汀・塔伦蒂诺). It is known for its ironic mix of humor and violence. It was nominated for seven Oscars.

Euro 96: the 1996 UEFA (Union of European Football Associations) European Football Championship

Tony Blair: a British Labor Party politician who served as prime minister of the United Kingdom from 1997 to 2007

John Lennon: an English musician, singer and songwriter who rose to worldwide fame as a founder member of the Beatles

Scorsese (Martin Scorsese): an American filmmaker known for his harsh, often violent depiction of American culture

Taxi Driver: a 1976 American film directed by Martin Scorsese which examines alienation (感情疏远) in urban society

soul: a type of African-American music that developed in the 1960s, combining R&B (节奏布鲁斯) with Pop, rock'n'roll and gospel (福音音乐) styles. It usually has a strong beat and places emphasis on singing.

Luther Vandross: an American singer, songwriter and producer best known for his soulful love songs. He was one of the most respected R&B singers of the late 20th century and he won eight Grammy Awards during his career.

Billy Ocean: a British recording artist who had a series of R&B international pop hits in the 1970s and 1980s

New Romantic: a music characterized both by its luxurious sound and its heavy use of synthesizers (音响合成器)

Back to the Future: a 1985 American science fiction comedy film. It is about a young man who accidentally travels to the past and puts his own future existence in danger. It is followed by two sequels (续集).

Desperately Seeking Susan: a 1985 American comedy-drama film starring Rosanna Arquette (罗姗娜・阿奎特) and Madonna

Police Academy: a series of American comedy films, the first of which was released in 1984

Viewing

BBC

BEFORE ▶ you view

1 Read the program information below and answer the questions.

1 Where did Michelangelo live when he was a child?
2 What are some of the famous works of Michelangelo?

BBC

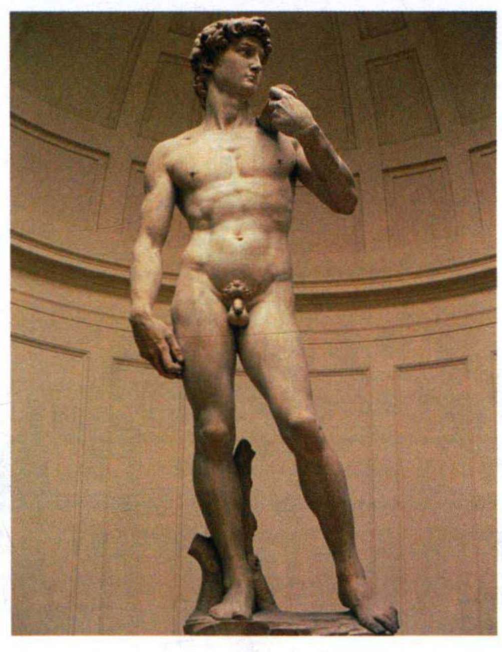
The Divine Michelangelo

This BBC documentary examines the life and work of Michelangelo Buonarroti, one of the greatest artists in history. It looks at his background as a child in Florence, and how he went on to produce works such as the Statue of David, the awe-inspiring ceiling of the Sistine Chapel, and the dome of St. Peter's Basilica, described here as "the jewel in the crown on the Roman skyline".

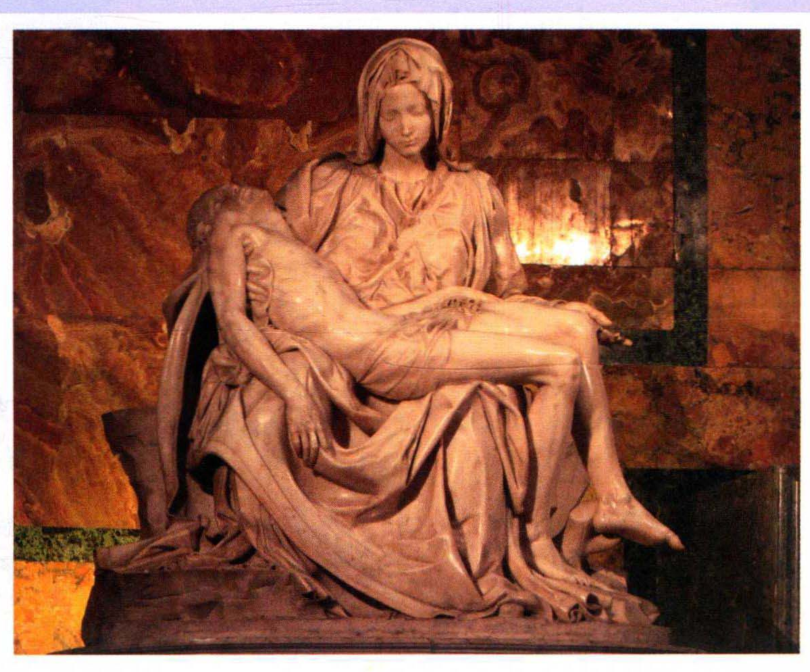
New words

divine /dɪ'vaɪn/ *a.* 非凡的；天才的；神的
Michelangelo Buonarroti /ˌmaɪkə'lɒŋdʒɪləʊ ˌbwɔːnɑː'rɔːti/ 米开朗基罗·博那罗蒂（意大利绘画家、雕塑家和建筑师）
Florence /'flɒr(ə)ns/ 佛罗伦萨（意大利中部城市）
Statue of David 大卫雕像
awe-inspiring /ˌɔː ɪn'spaɪərɪŋ/ *a.* 令人敬畏的
Sistine Chapel /ˌsɪstiːn 'tʃæpl/ 西斯廷教堂
dome /dəʊm/ *n.* 圆屋顶；穹顶
St. Peter's Basilica /seɪnt 'piːtə(r)z bəˌzɪlɪkə/ 圣彼得大教堂
colossus /kə'lɒsəs/ *n.* 巨人；大人物
tempestuous /tem'pestʃuəs/ *a.* （情绪）强烈的
untold /ʌn'təʊld/ *a.* 数不清的；无数的
mortal /'mɔːtl/ *n.* 凡人
a. 凡人的
artisan /ˌɑːtɪ'zæn/ *n.* 工匠
Ludovico /ˌluːdɪ'vɪkəʊ/ 卢多维科
grandeur /'grændʒə/ *n.* （社会地位的）高贵，显赫
appall /ə'pɔːl/ *v.* 使惊骇；使惊恐
disgrace /dɪs'greɪs/ *n.* 耻辱
persevere /ˌpɜːsɪ'vɪə/ *v.* 坚持不懈；锲而不舍
Pietà /pɪə'tɑː/ 圣母怜子像

2 Look at the two famous works by Michelangelo. Work in pairs and exchange with each other your impressions of his works.



Statue of David



Pietà

WHILE ▶ you view

3 Read the statements about Michelangelo. Then watch the video clip and check (✓) the true statements.

- ☐ 1 He was a sculptor, painter and architect.
- ☐ 2 He said he was divinely inspired.
- ☐ 3 He lived and worked 300 years ago.
- ☐ 4 His mother died when he was a child.
- ☐ 5 He was from a rich family.
- ☐ 6 His father always wanted him to be an artist.

4 Watch the video clip again and complete the following notes. Fill in each of the blanks with a single word.

Who was Michelangelo?

- a tempestuous genius … he wanted eternal 1) ____________ and riches untold
- an outsider who created works so big and so 2) ____________ that nobody believed they were produced by a mortal
- NOT an ordinary laborer or honest, 3) ____________ stone-cutter

Background

- had an 4) ____________ childhood
- his father was a 5) ____________ local official

Achievements

- persevered and produced works which showed an extraordinary 6) ____________
- created a unique vision of heaven on 7) ____________

Culture notes

Florence: a city in central Italy. It is the center of the Italian renaissance from the 14th to the 16th centuries during which time the artistic and intellectual life of the city flourished.

Statue of David: a statue of a young man made by Michelangelo. It is a masterpiece of Renaissance sculpture created between 1501 and 1504, which can be seen in Florence, Italy. Many people think it is one of the best examples of the human form in art.

Sistine Chapel: a chapel in the Vatican (梵蒂冈), famous for the paintings on its ceiling done by Michelangelo, which many people consider one of the most impressive works of art in Europe

St. Peter's Basilica: the largest church ever built and the most famous Roman Catholic church in the world, situated in the Vatican

Pietà: a masterpiece of Renaissance sculpture by Michelangelo, housed in St. Peter's Basilica, the Vatican

AFTER ▶ you view

5 Work in pairs and introduce to your partner your favorite artist. Your introduction needs to cover the following aspects:

- his / her life experience
- his / her artistic style and influence
- his / her masterpiece(s)



Speaking for communication

Role-play

1 Work in pairs. Do the following quiz about famous people in history. After you finish, listen to the recording to check your answers.

1 Which writer was once kidnapped in France?
   A Geoffrey Chaucer.
   B Isabelle Allende.
2 Which political thinker was famously messy?
   A Karl Marx.
   B Machiavelli.
3 Which actor and film-maker was stopped by the US government from entering the States?
   A Harrison Ford.
   B Charlie Chaplin.
4 Which scientist was also a good violinist?
   A Galileo.
   B Albert Einstein.
5 Which artist invented lots of stuff but never actually produced any of it?
   A Pablo Picasso.
   B Leonardo da Vinci.

New words

kidnap /ˈkɪdnæp/ *v.* 绑架

Isabelle Allende /ˌɪzəˈbelə əˈlɑnd/ 伊莎贝尔·阿连德（智利裔美籍女作家）

Geoffrey Chaucer /ˌdʒefri ˈtʃɔːsə/ 杰弗里·乔叟（英国中世纪诗人）

messy /ˈmesi/ *a.* 凌乱的

Machiavelli /ˌmɑːkjɑːˈvæli/ 马基雅弗利（意大利政治哲学家）

Karl Marx 卡尔·马克思（德国作家和政治哲学家）

Harrison Ford /ˌhærɪs(ə)n ˈfɔːd/ 哈里森·福特（美国演员、导演）

Galileo /ˌgælɪˈleɪəʊ/ 伽利略（意大利天文学家、数学家、物理学家）

Leonardo da Vinci /ˌliːəˈnɑːdəʊ də ˈvɪntʃi/ 列奥纳多·达·芬奇（意大利文艺复兴时期画家、发明家、科学家）

parachute /ˈpærəˌʃuːt/ *n.* 降落伞

Culture notes

Isabelle Allende: a Chilean-American（智利裔美籍的）writer who writes in the tradition of magic realism and is considered one of the first successful women novelists in Latin America

Geoffrey Chaucer: an outstanding English poet before Shakespeare and the first great poet writing in English. He is recognized as the Father of English literature and his best-known work is *The Canterbury Tales*.

Machiavelli: an Italian political philosopher famous for his book *The Prince*, in which he explains how political leaders can gain power and keep it by resorting to methods that are not desirable in themselves

Harrison Ford: an American film actor and producer. He is best known for his roles in the original *Star Wars*（《星球大战》）trilogy（三部曲）and *Indiana Jones*（《夺宝奇兵》）film series.

Galileo: an Italian astronomer, mathematician, and physicist whose many discoveries had a great influence on modern science

Leonardo da Vinci: an Italian painter, inventor, and scientist of the Renaissance period, who is generally regarded as one of the greatest artists and geniuses who ever lived

2 Look at the expressions in the box. Put them in the groups of expressions below which have similar meaning.

I don't know
I used to know …
I know it isn't …
I'm not sure but I think …

1 ________________, I have no idea, I haven't a clue
2 ________________, I'm not 100 percent certain but it might be …, I'm fairly sure it's …
3 ________________, It's definitely not …, I'm sure it isn't …
4 ________________, I can't remember, I've forgotten

3 Read the expressions. Then listen to the recording again and check (✔) the ones you hear.

☐ 1 I don't know.
☐ 2 I have no idea.
☐ 3 I'm not 100 percent certain, but it might be …
☐ 4 I' m not sure but I think …
☐ 5 I'm fairly sure it's …
☐ 6 I haven't a clue.
☐ 7 I know it isn't …
☐ 8 It's definitely not …
☐ 9 I'm sure it isn't …
☐ 10 I used to know …
☐ 11 I can't remember.
☐ 12 I've forgotten.

SPEAKING SKILLS

Expressing uncertainty

Certainty is the state of being completely confident or having no doubt about something while uncertainty is the state of being unsure about something. Sometimes we have an idea about something, but we're not completely sure. How can we express different levels of uncertainty?

There are many ways to express uncertainty in English. Using them appropriately in our speaking is important for good communication. Here are some useful sentence structures and patterns in expressing uncertainty:

Saying you don't know:

I have no idea.

I haven't a clue.

Saying you are not sure, but you have an idea:

I'm not 100 percent certain, but it might be …

I'm fairly sure it's …

Saying you used to know:

I can't remember.

I've forgotten.

4 Work in pairs and take turns to role-play the following situation. Use the skills for expressing uncertainty.

A Ask Student B some questions about geography / history. You may ask him / her questions below. Besides you can add two more questions of your own.

B Tell Student A what you know about his / her questions.

Geography

1 What is the capital of Australia? Is it Sydney, Melbourne (墨尔本) or Canberra (堪培拉)?
2 Which country has the second biggest population? Is it China, India or Russia?
3 Which one of these countries is not next to the sea? Is it Brazil, Poland or Switzerland?
4 ______________________________
5 ______________________________

History

1 Which football team won the first World Cup in 1930? Was it Brazil, Argentina or Uruguay (乌拉圭)?
2 What was discovered in the Alps mountain range in 1991? Was it the body of a 5,000-year-old man, the body of a hairy elephant, or a World War II airplane?
3 When did the European Union introduce the euro? Was it in 1979, 1989 or 1999?
4 ______________________________
5 ______________________________



Group discussion Imagining a history

Get ideas

1 Read the statements. Then listen to someone talking about the possibility that the Chinese could reach the Americas before the Europeans and check (✓) the true statements.

☐ 1 Chinese people could navigate with the help of the position of the moon centuries before Europe.

☐ 2 The first trip of Zheng He was to explore new routes to trade with other people in the world.

☐ 3 Zheng He took about 2,800 men in over 200 ships on his first trip.

☐ 4 Zheng He landed in more than 30 countries and brought home many things new to Chinese people.

New words

navigate /ˈnævɪˌɡeɪt/ *v.* 导航；领航
Columbus /kəˈlʌmbəs/ 哥伦布（意大利航海家、探险家）

Discuss and organize ideas

2 Work in groups. Discuss with your group members the question raised in the recording: What would have happened if Zheng He had reached the Americas first?

3 Prepare a presentation on what you have discussed.

Present ideas

4 Introduce the result of your discussion to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Make use of appropriate tenses when speaking.
☐ Speak in a convincing way.
☐ Organize the content logically.
☐ Use different words and sentence patterns to add variety to my speech.



Public speaking

PUBLIC SPEAKING SKILLS

Informative speeches (II)

In Unit 5, we have learned one method of organizing an informative speech, the topical order. In this unit, we will learn two more organizational methods, namely, chronological order and spatial order.

Chronological order

A chronological order follows a time pattern to organize the main points of a speech. It is especially useful in two cases:

1 when a speaker recounts a series of events in the order they happened;

2 when a speaker explains a process or demonstrates how to do something.

Here is an example to show how main points are organized in chronological order:

Topic: Moon cakes

Specific purpose: To inform the audience about the steps of making moon cakes.

Central idea: There are four essential steps you should follow when you make moon cakes.

Main points:

I Decide the flavor of the moon cake and prepare the filling (馅).

II Make the dough and knead (揉) it well.

III Wrap the filling into each dough piece and put it into a mold.

IV Put the moon cake into an oven and bake it well.

Spatial order

A spatial order follows a directional pattern to organize the speech. That is, the main points proceed from top to bottom, right to left, east to west, front to back, inside to outside, etc. It is used most often in two cases:

1 when the purpose of a speech is to describe or explain the physical arrangement of an object or a scene;

2 when the purpose of a speech is to describe the spatial features of a place or a thing.

Here is an example to show how spatial order is used to organize main points:

Topic: The A.B.C. Youth Center

Specific purpose: To describe the three levels of the A.B.C. Youth Center.

Central idea: The A.B.C. Youth Center has three levels, each with its own functions.

Main points:

I The first floor contains various recreational facilities.

II The second floor contains restaurants and administrative offices.

III The third floor contains an auditorium (礼堂), meeting rooms, and a banquet room.

No matter what organizational pattern we use, once we have organized the main points, we should provide relevant and sufficient supporting materials to back up the idea in each main point. Meanwhile, we need to use transitions effectively to make our speech more unified and coherent.

Use either a chronological order or a spatial order to develop a five-minute informative speech on a historical event or site such as "The Olympic Games" or "The Forbidden City of China". Choose the main points of the speech carefully and support each of them with adequate and clearly-organized details. The following outline is provided as a reference for you to organize the speech.

Introduction

I Open your speech by saying something that draws your audience's attention to your topic.

II Establish your credibility on the topic.

III State your central idea.

IV Preview your main points.

Body

I (main point 1) ______________________________

A (sub-point 1) ______________________________

1 (supporting detail 1) ______________________________

2 (supporting detail 2) ______________________________

B (sub-point 2) ______________________________

1 (supporting detail 1) ______________________________

2 (supporting detail 2) ______________________________

II (main point 2) ______________________________

A (sub-point 1) ______________________________

1 (supporting detail 1) ______________________________

2 (supporting detail 2) ______________________________

B (sub-point 2) ______________________________

1 (supporting detail 1) ______________________________

2 (supporting detail 2) ______________________________

...

Conclusion

I Restate your central idea.

II Give a closing remark.

Further practice in listening

Short conversations

Listen to five short conversations and choose the best answer to each question you hear.

1 A The assignment couldn't be finished until Friday.
  B The assignment keeps them too busy all this week.
  C They still have plenty of time to work on the assignment.
  D They will have difficulty completing the presentation on time.

2 A He is too busy to go with her.
  B He has to read a history book.
  C He has already visited the museum.
  D He must hand in a report about the museum.

3 A Americans travel around the country in cars.
  B Americans are heavily dependent on cars.
  C America's roads and highways are highly developed.
  D America's traffic problems are serious.

4 A They can get clues to our past from old family pictures.
  B They are only interested in important events and people.
  C They like the 20th-century photographs.
  D They like studying ordinary people's family history.

5 A He should have taken more courses.
  B He will probably fail the test this Friday.
  C He is not good at playing games.
  D He should remember all those names and dates.

Long conversation

New words

Daisy /'deɪzi/ 黛西
Fahrenheit /'færənhaɪt/ *n.* 华氏温度
Willis Carrier /ˌwɪlɪs 'kæriə/ 威利斯 · 卡里尔（空调发明者）
farmhand /'fɑːmˌhænd/ *n.* 农场工人
sunburned /'sʌnˌbɜːnd/ *a.* 晒伤的；晒红的
Texas /'teksəs/ 得克萨斯州（美国州名）
spell /spel/ *n.* （特定天气状况的）持续时间

Listen to a long conversation and choose the best answer to each question you hear.

1 A Working outside in the yard.
  B Baking breakfast in the yard.
  C Making lemon juice.
  D Enjoying the air conditioning.

2 A It was invented during World War II.
  B It was available in people's homes since 1902.
  C It was invented by Willis Carrier.
  D It was available immediately after its invention.

3 A He was often offered an ice-cold drink after work.
  B He always wore wet clothes to keep cool.
  C He kept cool in summer by swimming in a stream.
  D He was happy to get sunburned when working outside.

4 A A weather machine.
  B A personal ice cream machine.
  C A portable air conditioner.
  D Air-conditioning clothes.

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

1 A He was the first to organize games for the disabled.
  B He built the first injuries center near London especially for the disabled.
  C He set up a hospital near London especially for the disabled.
  D He organized the first Paralympic Games.

2 A In 1943.
  B In 1948.
  C In 1949.
  D In 1960.

3 A It was the first time that the Paralympic Games were held together with the Summer Olympic Games in the same city at the same time.
  B They were held right after the Summer Olympic Games in the same city and using the same facilities.
  C An agreement was signed between the International Paralympic Committee and the International Olympic Committee.
  D They set a precedent that the Paralympic Games should be held in the same year as the normal Olympic Games.

4 A The Games have been a success in promoting non-professional sports.
  B The Games have not been included in the Olympic Games for the able-bodied.
  C The Games have not been developed as fast as expected.
  D The Games have disappointed the International Olympic Committee.

New words

Sir Ludwig Guttmann /sə ˌludwɪɡ 'ɡutmən/ 路德维格·古特曼爵士

Stoke Mandeville Hospital /stəʊk 'mændəvɪl ˌhɒspɪtl/ 斯托克曼德维尔医院（位于英国白金汉郡）

Paralympic Games /ˌpærə'lɪmpɪk 'ɡeɪmz/ 残疾人奥林匹克运动会

Seoul /səʊl/ 首尔（韩国首都）

precedent /'presɪdənt/ *n.* 前例；先例

Culture notes

Stoke Mandeville Hospital: best known for its internationally acclaimed spinal injuries unit, is a large hospital near the village of Stoke Mandeville in Buckinghamshire, England. The pioneering rehabilitation（康复）work carried out there by Sir Ludwig Guttmann led to the development of the Paralympic Games.

Sir Ludwig Guttmann: a German-born British neurologist who established the Paralympic Games in England

Paralympic Games: an international sports event held every four years for disabled athletes



Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

New words

Memphis /'memfɪs/ 孟菲斯（美国城市）
Tennessee /ˌtenɪ'siː/ 田纳西州（美国州名）
St. Louis /ˌseɪnt 'luːɪs/ 圣路易斯（美国城市）
Confederate /kən'fed(ə)rət/ *a.*（美国南北战争时）南部邦联的

The *Sultana* was a Mississippi River steamboat destroyed in an explosion on April 27, 1865. An 1) __________ 1,800 of the 2,400 passengers were killed, and the *Sultana* sank not far from Memphis, Tennessee. This disaster received little public attention, as it took place soon after the President Abraham Lincoln was 2) __________.

The wooden steamboat was constructed in 1863 and 3) ________________ be used for the lower Mississippi cotton trade. Registering 1,719 tons, the steamboat was built to carry no more than 376 people. For two years, it ran a regular route between St. Louis and New Orleans. Sometimes it was asked to carry troops.

The *Sultana* left New Orleans on April 21, 1865. Most of the passengers were Union soldiers who had recently been 4) ________________ Confederate prison camps. The US government had 5) ________________ the *Sultana* to transport these former prisoners of war back to their homes in the north.

At 2 a.m. on April 27, about seven miles north of Memphis, at least one boiler 6) __________ ________, causing a huge explosion that destroyed the center portion of the boat, throwing sleeping men high into the air before landing in the river. Confusion and chaos 7) __________ as men tried to save themselves and others. Many drowned while others burned to death.

The direct cause of the explosion was later determined to be the leaky and poorly repaired steam boiler. Passengers who 8) __________ the initial explosion had to risk their lives in the icy water of the Mississippi or burn with the ship. Many died of drowning or coldness. Bodies of 9) __________ continued to be found downriver for months. Many were never recovered. Some of the *Sultana*'s crew, including the captain, were among those who 10) __________.

Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about important events and people in history.	☐	☐
I can listen between the lines and make inferences in listening.	☐	☐
I can express uncertainty appropriately in speaking.	☐	☐
I can talk about an imaginary history.	☐	☐
I can make an informative speech in chronological or spatial order.	☐	☐



For every question there is an answer

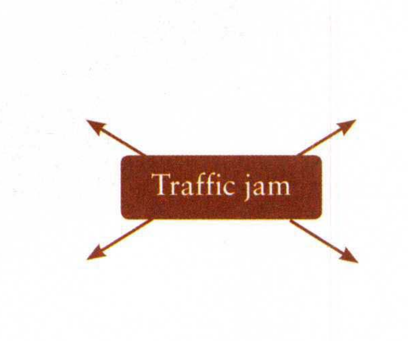
Learning objectives

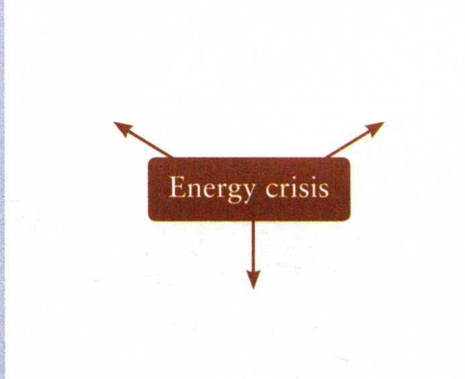
- talk about solutions to problems
- listen for specific information
- request and respond properly
- present an invention
- make an introduction speech

Opening up

1 Match the solutions in the box to the problems listed below.

car pool	vacuum cleaner	energy policy	washing machine	new road infrastructure
public transportation service	renewable energy	flexible work time	nuclear power	
dish-washing machine	automatic self-watering system for plants			







2 Besides the solutions offered to each problem in Exercise 1, are there any other solutions that you can give for each problem?

Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the paragraph. Then watch Part 1 of the podcast and fill in the blanks with the words that Pasha uses.

New words

Part 1

DIY *n.* (do-it-yourself) 自己动手；自行修理

VIDEO PODCAST







I'm not a very practical person. I don't like DIY or 1) ________________. I do help my friends to 2) ________________, though. Today, I'm talking to people about 3) ________________. Would you describe yourself as 4) ________________?

Now watch again and check your answers.

3 *Would they describe themselves as a practical person?* Watch Part 2 of the podcast and check (✔) the speakers' answers.



- ☐ Yes
- ☐ With some things
- ☐ Most of the time
- ☐ No



- ☐ Yes
- ☐ With some things
- ☐ Most of the time
- ☐ No



- ☐ Yes
- ☐ With some things
- ☐ Most of the time
- ☐ No



- ☐ Yes
- ☐ With some things
- ☐ Most of the time
- ☐ No



- ☐ Yes
- ☐ With some things
- ☐ Most of the time
- ☐ No



- ☐ Yes
- ☐ With some things
- ☐ Most of the time
- ☐ No



- ☐ Yes
- ☐ With some things
- ☐ Most of the time
- ☐ No

Now watch again and check your answers.

New words

Part 3

boot /buːt/ *n.* （汽车后部的）行李箱

waffle /'wɒfl/ *v.* 唠叨；说废话

appliance /ə'plaɪəns/ *n.* 家用电器

handyman /'hændiˌmæn/ *n.* （在家庭修补活方面）手巧的人

4 *What kinds of problems are they good / not so good at solving?* Read the statements below. Then watch Part 3 of the podcast and put the letter of the statement in the corresponding place in the table.

a dealing with interpersonal and emotional problems

b dealing with difficult people

c repairing cars

d repairing domestic appliances

	Good at	Not so good at
A	fitting things into places	
B		
C		
D		

Now watch again and check your answers.

5 *If they could have one "super power", what would it be and why?* Look at the people below and read their answers. Then watch Part 4 of the podcast and match the people A-G to their answers 1-7.















____ 1 to know when people are telling the truth
____ 2 to become invisible
____ 3 to see into the future
____ 4 to do a lot of things at the same time
____ 5 to heal every disease
____ 6 to make everybody nice
____ 7 to predict what is going to happen in the financial markets

Now watch again and check your answers.

6 Work in pairs and discuss the questions.

1 Would you describe yourself as a practical person?
2 What kinds of problems are you good at / not so good at solving?
3 If you could have one "super power", what would it be and why?

Listening

BEFORE ▶ you listen

1 Read a review of a book about questions children ask and answer the questions.

It all began with a question asked by Dean, a four-year-old boy: "Why do ships have round windows?" His father didn't know. Dean asked another question: "Why is the sky blue?" His father didn't know, either. Dean kept asking questions which daddy couldn't answer.

Eventually, Jamieson decided to write down the questions. He thought it might be fun one day to show them to his son. Then he had a better idea: He'd research the answers. Some people might do their investigations on the Internet. Not Mr. Jamieson. He contacted experts ranging from astronomers to Buddhist (佛教的) monks (和尚) to scientists to magicians, and asked lots of questions. He later turned these – and the experts' responses – into a book: *Father Knows Less*.

1 Why did Jamieson decide to write down the questions his son had asked?
2 To whom did he turn for help to answer those questions?
3 What other questions do you think children often ask?

2 Work in pairs and discuss the questions.

1 Why are the windows round on ships?
2 How many hairs are there on the human head?
3 What happens when your plane flies over a volcano?
4 Why did the Beatles break up?
5 Why is there war?

LISTENING SKILLS

Listening for specific information

Listening for specific information is an important skill in listening comprehension. It doesn't mean listening to and processing every word you hear. Instead, you should think about what you need to understand and concentrate on the information that is needed rather than trying to understand everything.

For example, you may hear some conversations including questions and answers. In that case, you should give special attention to the questions themselves and the specific information directly concerning the questions, while ignoring the irrelevant and sometimes distracting information.

In listening practice, first you need to get a rough idea about what the questions concern. Commonly used question words and the corresponding information expected are shown in the following table.

Commonly Used Question Words	Corresponding Information Expected
Who?	Person
Where?	Position, Place
When?	Time, Occasion, Moment
Why?	Reason, Explanation
What?	Specific thing, Object
Which?	Choice, Alternative
How?	Way, Manner

With "how" there are a number of other expressions that might be used in questions:
How much – concerning the quantity (uncountable nouns) or the price
How many – concerning the quantity (countable nouns)
How often – concerning the frequency
How far – concerning the distance

Second, you should listen with a purpose. You should identify what the question requires, and be aware of what specific information you are listening for: Is it a time or a place, a fact or an attitude, for example. Then you should try to locate the places where you need to listen closely and catch the key words and phrases. It is not necessary to understand every word that you hear.

Now you are going to listen to some people talking about the questions children often ask. Pay attention to the specific information related to the questions in Exercise 2.

WHILE ▶ you listen

3 Listen to some people talking about questions children often ask. First answer the five questions listed below according to what you hear, then check your answers in Exercise 2.

1 Q: Why are the windows round on ships?
A: ______________________________.
2 Q: How many hairs are there on the human head?
A: ______________________________.
3 Q: What happens when your plane flies over a volcano?
A: ______________________________.
4 Q: Why did the Beatles break up?
A: ______________________________.
5 Q: Why is there war?
A: ______________________________.

Now listen again and check your answers.

4 Read the statements. Then listen to the conversation again and check (✔) the true statements.

☐ 1 The pilot said it was extremely hot when he was flying over the volcano.
☐ 2 The little boy wrote to Yoko Ono, and amazingly she replied.
☐ 3 The little boy asked the question about war after watching a violent video game.
☐ 4 Jamieson got the four big reasons for war from many experts.

Now listen again and check your answers.

New words

Jamieson /ˈdʒeɪmɪsən/ 贾米森
the Beatles /ðə ˈbiːtls/ 披头士（乐队名）
dunno /dəˈnəʊ/ (I don't know) 不知道
Yoko Ono /ˌjəʊkəʊ ˈəʊnəʊ/ 小野洋子（日裔美籍音乐家、先锋艺术家，约翰·列侬的第二任妻子）
ideology /ˌaɪdiˈɒlədʒi/ *n.* 思想体系；意识形态

Culture notes

the Beatles: a British popular music group who made their first record in 1962 and became the most famous and successful group ever. They had a great influence on the development of popular music.

Yoko Ono: a Japanese-American musician, an avant-garde (先锋派的) visual artist, and a peace activist. She married John Lennon in 1969, and later became known for their peace activism efforts.



AFTER ▶ you listen

5 Work in pairs and do the following activity.

Step 1 Think of one subject that you know a lot about.
e.g. tennis, Japanese cars, hip hop

Step 2 Think of questions to ask your partner about your subject. You may ask as many questions as possible to test how much he / she knows about the subject.
e.g. Who is the best tennis player in history?
Which Japanese cars are the most popular?

Step 3 Take turns to ask about the subjects and answer the questions.

Viewing

BEFORE ▶ you view

1 Read the program information below. Why do you think life gets difficult for the polar bears in the summer?

BBC

Nature's Great Events: The Great Melt

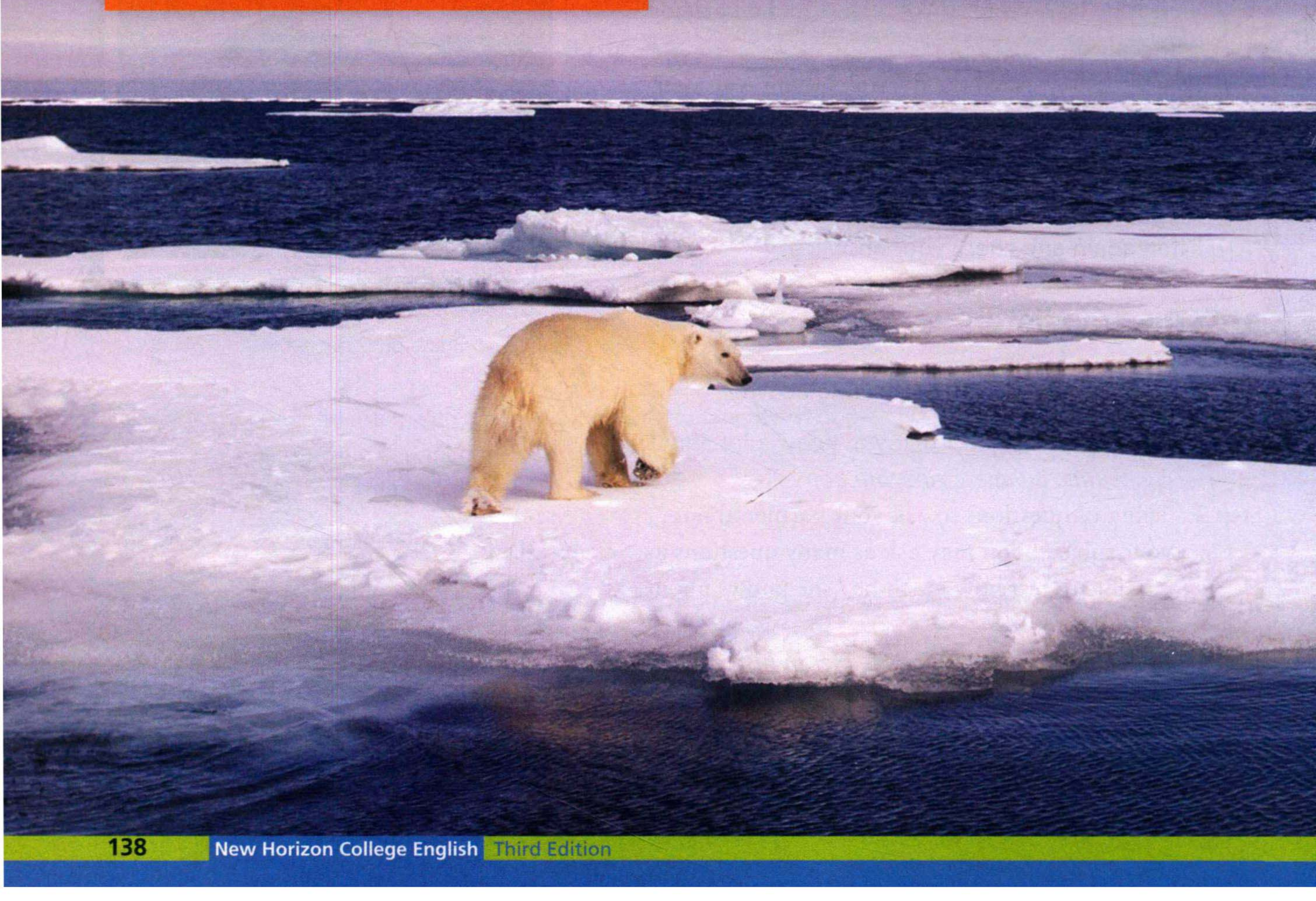
This BBC nature documentary, narrated by Sir David Attenborough, shows how life changes when the Arctic ice melts in the summer. This is the greatest seasonal change on the planet. During the long winter, the sun never rises, and temperatures plummet to minus 40 degrees. When the ice melts in the summer, the landscape changes completely and life gets difficult for the polar bears.

New words

Sir David Attenborough /sə ˌdeɪvɪd ɑːtən'bʌrə/ 大卫·阿滕伯勒爵士
plummet /'plʌmɪt/ *v.* 暴跌
flicker /'flɪkə/ *v.* （灯光）闪烁
adolescent /ˌædə'lesnt/ *a.* 未成熟的；年幼的
cub /kʌb/ *n.* 幼兽
adrift /ə'drɪft/ *a.* 漂浮着的

Culture notes

Sir David Attenborough: an English broadcaster and naturalist noted for his innovative educational programs on television



BBC



WHILE ▶ you view

2 Read the sentences. Then watch the video clip and fill in the blanks.

1 In February, the sun ______________________ __________.

2 In the coming weeks, the strength of the sun will ______________________.

3 At the height of summer, even the permanent ice caps are ______________________.

4 As July draws on, the great melt __________ __________.

5 In just three months, the sun has __________ ______________________.

3 Read the statements. Then watch the video clip again and check (✓) the true statements.

☐ 1 The Arctic in the winter is a land of continuous night.

☐ 2 Over nine million square kilometers of ice has melted away, uncovering thousands of islands surrounded by open sea.

☐ 3 There has been less ice than normal this year.

☐ 4 If ice continues to melt, polar bears may starve or drown, lost at sea.

AFTER ▶ you view

4 Suppose you need to give a presentation on how to protect polar bears on behalf of the Animal Protection Society in your college. Work in groups and prepare a two-minute presentation which should include:

- the difficulties polar bears are facing
- suggestions on how to improve the situation of polar bears

Speaking for communication

Role-play

1 Listen to four conversations. What is the problem in each case?

> **New words**
>
> memory stick *n.* 记忆棒（一种移动存储媒介）
> refund /'riːfʌnd/ *n.* 退款

2 Listen to the conversations again and fill in the blanks in the following extracts.

Conversation 1

M: Do you know if there is another machine somewhere?

W: Hmm ... __________________. There might be one in the shopping center.

Conversation 2

1 W: Would you mind looking at it for me?

M: __________.

2 W: Do you know what the problem is?

M: ____________________________.

Conversation 3

1 W: Could you tell me what the problem is, sir?

M: __________________. It keeps making a funny noise. And it's just not working properly.

2 W: Could you hold the line, please?

M: __________________.

Conversation 4

1 M: Could you give me a refund?

W: ____________________________.

2 M: Well, could you tell me who I should speak to?

W: __________________. You need to speak to the manager.

M: OK. Would you mind calling him for me?

W: __________________. I'll just call him.





SPEAKING SKILLS

Requesting and responding

The topic of Making Requests has already been dealt with in Unit 4, Book 2. In addition to the expressions that have been learned, we will learn more expressions concerning requests and responses, especially in the negotiation between customers and customer service representatives.

Requests	Responses
• Could you send someone to fix / repair it?	• Sure • Certainly. • Of course. • Sorry, I'm afraid all our technicians are busy at the moment.
• Could you exchange this for me? • I'd like to exchange this shirt. • Would it be OK if I exchange this blouse?	• Yes, of course. • I'm sorry. I'm afraid we cannot exchange it for you. • I'm sorry. I'm afraid it cannot be exchanged. • We could take it back and deliver a new one.
• Could you give me a refund? • I'd like a refund, please. • I'd rather get a refund, please.	• Yes, we can. • I'm sorry I can't. • I'm afraid I can't do that. • I hate to say No but ... • I'd love to but ...
• Could you tell me who I should speak to?	• Yes, of course. • Sorry, I'm not sure.
• Would you mind telling me his / her phone number? • Would you mind calling him / her for me?	• Of course not. • No, not at all. • I'm afraid I can't do so.

3 Work in pairs and role-play the following situations. Use the skills for requesting and responding.

Situation 1
Agreeing to a refund

A You are a customer. Complain to the shop assistant about the problems with the jacket you bought and ask for a refund.

B You are a shop assistant. Listen to a customer complaining about the bad quality of the jacket he / she bought, apologize for the inconvenience and agree to a refund.

Situation 2
Declining a request

A You are a customer. Complain to the customer service manager about the TV you bought three months ago, and request for a refund. Finally you agree to the suggestion provided by the customer service manager.

B You are a customer service manager. Listen to a customer complaining about the problems with his / her TV. Refuse the customer's request for a refund but offer an alternative solution.

Situation 3
Borrowing a computer

A You can't get onto the Internet and ask Student B for help. But after following Student B's instructions, you find it still doesn't work. So you ask Student B whether you could use his / her computer. Express your gratitude when he / she gives you a positive response.

B Student A can't get onto the Internet and asks for your help. You first suggest that Student A try turning the modem off and then on again. But it doesn't work. When Student A asks whether he / she can use your computer, first refuse his / her request politely, and then offer to let him / her use it after you have finished your own work.

Situation 4
Borrowing a cell phone

A You need to call your sister but you can't get any reception (无线电信号的接收) on your phone. You ask Student B if he / she knows where you can get reception. Student B suggests you try standing outside. But you still can't get reception and have to ask Student B to lend his / her phone to you to make a phone call.

B Student A can't get any reception on his / her phone and asks you whether you can get reception on your phone. Tell Student A that you have reception on your phone. Then you suggest that he / she try standing outside. When learning that it doesn't work, you agree to lend your phone to Student A to make a phone call.

Group discussion Presenting an invention

Get ideas

1 Listen to someone talking about an invention and answer the questions.

1 What is the invention called?
2 What does it do?

2 Read the expressions. Then listen to the talk again and check (✔) the ones you hear.

☐ 1 I'm going to tell you about ...
☐ 2 Basically,...
☐ 3 The way it works is this ...
☐ 4 It works like this ...
☐ 5 First of all,...
☐ 6 Then / Also, you can ...
☐ 7 All you have to do is ...
☐ 8 Make sure you ...
☐ 9 The best thing about it is that ...

Discuss and organize ideas

3 Work in groups of four. Come up with an invention to solve a specific problem. You may discuss from the following aspects:

- purpose
- function
- the way it works

...

4 Prepare to introduce your invention to the class. Use the questions below as clues. You may refer to the expressions in Exercise 2.

- What is the invention?
- Why do you want to invent it?
- What can it do for you?
- How does it work?

New words

Robo-Chef /ˌrəʊbɒ ˈʃef/ 机器人厨师
cooker *n.* 炊具
lasagna /ləˈzænjə/ *n.* （意大利）千层面

Culture notes

lasagna: an Italian meal made with layers of flat pasta with a sauce, cheese, and meat or vegetables

Present ideas

5 Introduce your invention to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Describe the invention in an organized way.
☐ Make use of appropriate expressions.
☐ Make my introduction both informative and attractive.
☐ Have eye contact with the audience.

6 Vote for the best idea.

Public speaking

PUBLIC SPEAKING SKILLS

Introduction speeches

An introduction speech is a speech that introduces the main speaker to the audience. It is usually short and complimentary. It has three goals: 1) to build the audience's enthusiasm for the upcoming main speaker; 2) to build the audience's enthusiasm for the speaker's topic; 3) to establish a welcoming climate for the speaker. To realize the three goals, an introduction speech usually includes the following elements:

1 Introduce the main speaker's background. Inform the audience of the speaker's experience and achievements, and highlight those that are related to the speech topic. The purpose of this is to establish the speaker's credibility and increase the audience's interest in the speaker.

2 Briefly preview the speaker's topic. Let the audience know what they are going to hear from the speaker. This can help the audience build a sense of why the speaker's subject is of particular interest or significance to them. For example, you can say: *Today she (J. K. Rowling) is going to tell us how she came up with the idea of Harry Potter and his friends and how she goes about writing her books.*

3 Ask the audience to welcome the speaker. The last sentence of an introduction speech should cue the audience to welcome the speaker. This can be done very simply by saying something like *Now, let's warmly welcome Mr. Paulson*, or *Now please join me in welcoming Dr. Cummings.*

What have been discussed above are elements commonly covered in introduction speeches. Another point you should learn is, the first sentence of an introduction speech is usually intended to grab attention and raise expectations. For example, you begin by saying *Ladies and gentlemen, we're in for a real treat tonight*, or *Ladies and gentlemen, we have a very important guest today.*

When giving an introduction speech, you should be brief and accurate. A good introduction speech is usually no more than two to three minutes long, and may be shorter if the audience already knows the speaker very well. Besides, any facts cited about the speaker should be accurate. In particular, you must make sure you pronounce the speaker's name correctly. If the name is difficult, you should practice it enough times in advance so that you can say it without error or hesitation when introducing the speaker.

Suppose you are asked to give a speech introducing a guest speaker who is invited to your university to give a speech. The guest speaker could be any person you can think of, such as a famous writer, a scientist, a scholar, an entrepreneur, or a politician. Use the tips you have learned to prepare and deliver a one- to two-minute speech of introduction.

Further practice in listening

Short conversations

Listen to five short conversations and choose the best answer to each question you hear.

1 A He thinks he can repair the laptop.
  B He thinks the laptop damage is beyond repair.
  C It's not easy to spot the problem with her laptop.
  D It's hard to clean the spills from her laptop.

2 A Turn the switch off for a while and then restart it.
  B Turn the switch on and then wait for a while.
  C Turn the red light off if it is glowing.
  D Turn the switch all the way up.

3 A The man believed that the exam would only cover eight lessons.
  B The man would have to review more lessons to meet the exam requirements.
  C The woman argued that the exam would only cover the first five lessons.
  D The woman would have to spend the weekend going over more lessons.

4 A Change his ideas completely.
  B Move forward to face the trouble.
  C Meet his partner halfway to his home.
  D Make a compromise with his partner.

5 A Find a more suitable job by declining the present one.
  B Decline the employer directly and politely.
  C Thank the employer although she was rejected.
  D Tell the employer her current situation.

Long conversation

New words

Megan /'meɪgən/ 梅根
intro /'ɪntrəʊ/ *n.* (introduction) 介绍
Maggie /'mægi/ 玛吉

Listen to a long conversation and choose the best answer to each question you hear.

1 A He hasn't read the textbook.
  B He has difficulties in writing an essay.
  C He thinks there are too many concepts in the textbook.
  D He is worried whether he could pass the test.

2 A Because he is too shy and nervous.
  B Because he failed the class once before.
  C Because he once offended the professor.
  D Because he is often called on by the professor in class.

3 A She is well-known for being willing to help students.
  B She is easy to talk to and good at making complex ideas easy.
  C She has office hours on Wednesday at 11 a.m.
  D She is a patient listener and can understand complex ideas.

4 A Do more research to get ready for the meeting with the teaching assistant.
  B Post his difficulties online in search of expert opinions.
  C Talk to some university professors who post video lectures online.
  D Surf the Internet to get help from some great lectures online.

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

1 A Because it helps us agree with the other person's viewpoint.
  B Because it enables us to understand why people have their particular attitude.
  C Because it makes us better understood by other people.
  D Because it helps us know better the places people come from.

2 A We expect people to behave in a certain way.
  B We get upset with people's misbehavior.
  C We blame people for their mistakes and limitations.
  D We don't respect people's decisions.

3 A We should talk about something positive.
  B We should bring up old conflicts and solve them.
  C We should talk frankly and honestly to earn people's trust.
  D We should look for things that are left unsaid.

4 A No conflict is unsolvable.
  B How to live a harmonious life.
  C How to deal with the conflicts in relationships.
  D It is important to develop harmony in relationships.

New words

empathy /ˈempəθi/ *n.* 同感；共鸣



Passage 2

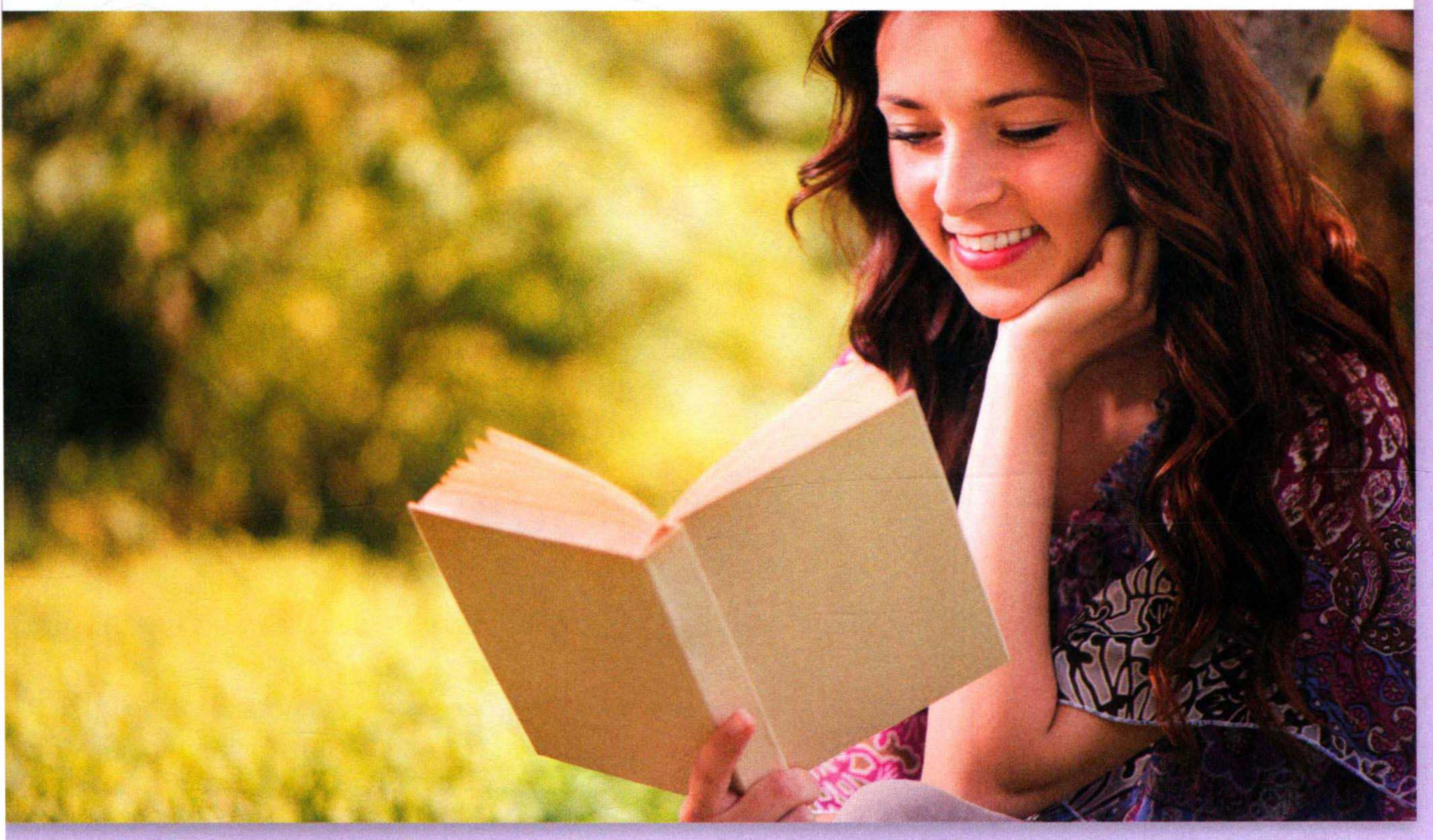
Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

Research shows a close relation between reading speed and understanding that in most cases an increase in rate 1) ________________ an increase in comprehension and a decrease in rate brought decreased comprehension with it. However, simply speeding the rate especially through forced 2) __________ may actually result in making the real reading problem more 3) __________. The obvious solution, then, is to increase rate as a part of a total 4) __________ of the whole reading process. Then how?

You can prepare for maximum increase in rate by establishing 5) __________ habits, such as avoiding rereading and whispering while reading, learning to adjust reading rate to increase comprehension.

Rate adjustment may be overall adjustment, or internal adjustment within an article. As an 6) __________, imagine that you plan to take a 100-mile mountain trip in three hours, averaging about 35 miles an hour. This is your overall rate adjustment. However, in actual driving you may slow down to 15 miles per hour on some curves, while 7) ________________ to 50 miles per hour on relatively straight sections. This is your internal rate adjustment.

Poor results are inevitable if the reader 8) ________________ use the same rate for all types of material and for all reading purposes. A good reader adjusts his / her reading rate from article to article, or even within a given article. So you need to 9) __________ a good reading habit by daily training until a flexible reading rate becomes 10) ________________ to you.



Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about solutions to problems.	☐	☐
I can listen for specific information skillfully.	☐	☐
I can request and respond in an appropriate way.	☐	☐
I can think of an invention and introduce it clearly.	☐	☐
I can make an introduction speech.	☐	☐



Communication: then and now

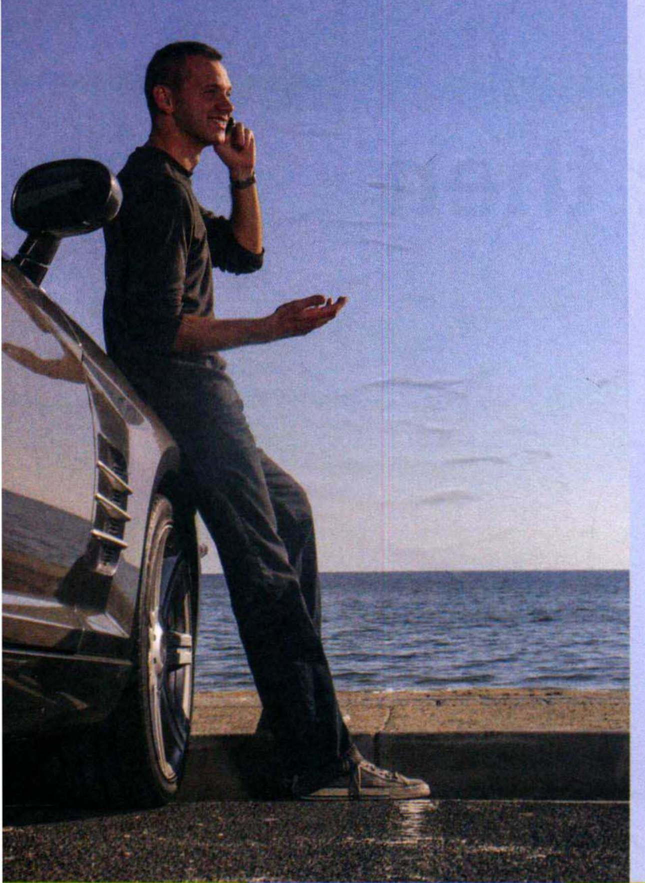
Learning objectives

- talk about different ways of communication
- listen for speaker's prediction
- deal with misunderstandings
- conduct a survey on the means of communication
- make an acceptance speech

Opening up

Work in pairs and discuss how you prefer to communicate (via phone calls, emails, letters, text messages, instant messengers, face-to-face communication, etc.) on the following occasions. Explain your reasons.

- Keeping in contact with friends
- Keeping in contact with parents
- Making a formal complaint
- Getting a train ticket
- Confessing your love to a boy / girl
- Giving opinions on social issues



Listening to the world

Sharing

1 Watch a podcast from the beginning to the end for its general idea.

2 Read the questions. Then watch Part 1 of the podcast and answer the questions.

1 What does Pasha usually use to stay in touch with friends?

2 What does Pasha want to find out during this interview?

Now watch again and check your answers.

3 *How do they like to stay in touch with their friends?* Watch Part 2 of the podcast and check (✔) the answers each time you hear them.

□□□□□ emails
□□□□□ mobile phone / telephone
□□□□□ face-to-face contact
□□□□□ letters
□□□□□ having dinner
□□□□□ postcards
□□□□□ text messages

Now watch again and check your answers.

New words

Part 2

round robin /ˌraʊnd ˈrɒbɪn/ *n.* 轮流的方式

lifeline /ˈlaɪfˌlaɪn/ *n.* 生命线

New words

Part 3

bandwagon /ˈbændˌwægən/ *n.* 时尚；浪潮

flip side /ˈflɪp ˌsaɪd/ *n.* 对立面；反面

Part 4

Satan /ˈseɪtn/ *n.* 魔鬼；撒旦

4 *Has modern technology helped them to communicate better?* Look at the people below and read the statements. Then watch Part 3 of the podcast and check (✓) the true statements.

□ 1 

She thinks modern technology helps us to be more honest and open in communication.

□ 2 

He thinks that people can contact each other instantaneously with mobile phones.

□ 3 

He is a technophobe but likes using social networking sites.

□ 4 

She thinks that despite modern technology, it's still necessary to speak to people on the phone.

□ 5 

She thinks that although we communicate a lot more than ever before, a lot of people still feel isolated.

□ 6 

She thinks that communication is worse because people don't speak to each other face-to-face as much.

Now watch again and check your answers.

5 *What kinds of problems can modern communication cause?* Look at the people below and read the statements. Then watch Part 4 of the podcast and match the statements 1-3 to the people A-C.







□ 1 Making spelling mistakes in emails.

□ 2 Easy to be misunderstood in email communication.

□ 3 Sending emails to the wrong people.

Now watch again and check your answers.

6 Work in groups and discuss the questions.

1 Has modern technology helped us to communicate better?

2 Have you had similar problems with modern communication as the speakers? What's the worst problem you've had?

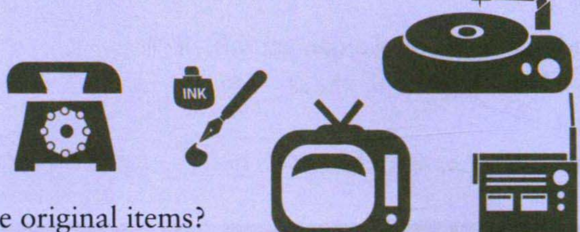
Culture notes

Satan: the most powerful evil spirit in many religions such as Christianity and Islam

Listening

BEFORE ▶ you listen

1 Look at the pictures and discuss the questions.



1 What have replaced the objects in the pictures?
2 In your opinion, are the replacements better than the original items?

LISTENING SKILLS

Listening for speaker's prediction

To be an effective listener, you also need to judge whether the speaker is making a prediction, so as to better understand the speaker's meaning. Identifying the future time markers is important for judging whether the speaker is making a prediction.

The following are three kinds of most frequently used future time markers.

Types of future time markers	Commonly used expressions
An exact time in the future	• tomorrow, tomorrow morning / afternoon / evening; • the day after tomorrow, the week after next (week); • next week / month / year / weekend; • in a week / month / year, in an hour, in 10 years' time; • this morning / week / month / year / weekend; • on Monday, on the weekend, in July
Not an exact time in the future – Soon	in the near / immediate / foreseeable future, in the next five years, shortly, in the short term / run, in a month or two
Not an exact time in the future – Not very soon	a long time from now, in the long term / run, in the far future

Some examples are given below for you to better understand the future time markers used in speaker's prediction.

- *I guess all the tasks that have been assigned to us will be finished* <u>*the day after tomorrow*</u>. (An exact time)
- *My mother is coming home* <u>*next weekend*</u> *and my father has planned a big surprise*. (An exact time)
- *Intense competition will continue in the electronics market* <u>*in the foreseeable future*</u>. (Soon)
- *I don't think there will be any improvement in business* <u>*in the short term*</u>. (Soon)

- *Moving to Spain will be better for you <u>in the long run</u>.* (Not very soon)
- *<u>In the far future</u>, people will go to stars in the universe, getting their dream – living in the New World – come true.* (Not very soon)

Now you are going to listen to some people talking about things that will happen in the future. Pay attention to the future time markers the speakers use when making predictions.

WHILE ▶ you listen

2 Listen to some people talking about things that will happen in the future. Find and correct three mistakes in the following notes.

System for translating foreign languages

- Talk to a foreigner on the phone, his / her words translated into your ear
- Online translation services already exist BUT often make mistakes, e.g. English to Chinese

Handwriting

- TV program says handwriting will disappear in 100 years
- Will use thumbprints / digital signatures, e.g. retina scans
- Man says people will still carry pens
- Woman says kids may stop writing

TV

- They think there'll still be a large screen in the living room
- BUT TV programs will be on-demand – watch what you want
- One man thinks it'll change in the long term
- Two women agree

Now listen again and check your answers.

New words

intermediary /ˌɪntəˈmiːdiəri/ *n.* 媒介
thumbprint /ˈθʌmˌprɪnt/ *n.* 拇指指纹
retina /ˈretɪnə/ *n.* 视网膜
broadband /ˈbrɔːdˌbænd/ *n.* 宽带
on-demand *a.* 按需的
push and pull technology 推送和拉取技术
iPlayer BBC 开发的一款网络电视和广播平台
phenomenally /fəˈnɒmɪnli/ *ad.* 了不起地；非凡地

Culture notes

Push and pull technology: a network technology providing timely, active and customized services. Push technology describes a style of Internet-based communication where the request for a given transaction is initiated by the publisher or central server. It is contrasted with "pull", where the request for the transmission of information is initiated by the receiver or client.

BBC iPlayer (commonly shortened to iPlayer): a service offered by the BBC. It allows people to catch up on the last seven days of TV and radio on the BBC. Users can either watch it or download the content on their computers. The slogan for BBC iPlayer is "Making the unmissable, unmissable (不容错过的节目不会错过)".

3 Listen to the recording again and fill in the blanks.

1 By technology, so you can do this on Skype, you know, where you've got the um, the __________________ and you, you are talking to someone um, in another country …
2 I mean it works very well for businesses because you will be able to communicate with someone from a different company in a different country and maybe … um, that will __________________ in that way.
3 … people will still carry a pen around in their top pocket rather than anything else, and um, that will be the __________, __________, and most __________ way to communicate.
4 I think there'll be a place for computers, for YouTube, all those things, but __________ it will not replace a very large screen in your living room.
5 But the large screen in your living room will still be there. It's just the method of __________ and whether or not it's __________ to you when you don't want it or whether you …

Now listen again and check your answers.

4 Read the sentences. Then listen to the recording again and fill in the future time markers you hear.

1 Um, so there are many, many ways we communicate with people at the moment and um … __________________.
2 Well, it might work __________________ but it certainly doesn't work at the moment.
3 I heard a TV program the other day and they said that they don't think that handwriting will exist __________________.
4 Um, I think __________________, people will still carry a pen around in their top pocket rather than anything else …
5 Well, maybe __________________, but if you think about – I don't know – sort of kids, 10, 12 years old, they're using more and more, you know, computers at school …
6 It won't be in a month … It won't be __________________, and it, it won't be in the, __________________, but certainly in, __________________, this will be the future.
7 I think, I think it will be __________________, actually.

Now listen again and check your answers.

AFTER ▶ you listen

5 **Work in pairs and discuss the questions.**

1 What do you think of the ways of communication in the past, the present, and the future?
2 How do you think the development of communication technology will influence our learning in the future?



Viewing

BBC

BEFORE ▶ you view

1 Work in pairs. Discuss how the Internet has changed the world.

2 Read the program information below. What is it about? Whose comments does it include?

BBC

The Virtual Revolution

This BBC documentary looks at the revolutionary impact of the Internet. Dr. Aleks Krotoski tells the story of the Internet from early days through to its most recent successes and innovations. She looks at the good and bad sides of the Internet, revealing statistics that show how much we use it and how it has changed the world. The program also includes comments from some of the best-known Internet pioneers.

New words

Aleks Krotoski /ˌælɪks krəʊˈtɒski/ 阿列克斯·克罗托斯基
regime /reɪˈʒiːm/ *n.* 政府；政权
censor /ˈsensə/ *v.* 审查（书籍、电影等）
Amazon /ˈæməzɒn/ 亚马逊（一家跨国电子商务企业）
level /ˈlevl/ *v.* 使相等；消除差别
empower /ɪmˈpaʊə/ *v.* 给予（某人）权力；使自主
astounding /əˈstaʊndɪŋ/ *a.* 惊人的；令人惊骇的
Swansea /ˈswɒnzi/ 斯旺西（威尔士城市）
Kirkwall /ˈkɜːkwɔːl/ 柯克沃尔（奥克尼群岛首府）
the Orkneys /ðɪ ˈɔːknɪz/ 奥克尼（苏格兰北部群岛）
Dumfries /ˌdʌmˈfriːs/ 邓弗里斯（苏格兰南部集镇）



WHILE ▶ you view

3 Read the following statements about the advantages and disadvantages of the Internet. Then watch the video clip and fill in the blanks with what you hear.

Advantages and disadvantages of the Internet

1 It creates unimaginable __________.
2 It allows us to __________ authority.
3 It allows regimes to __________ and censor.
4 It has created a generation of __________.
5 It opens up new realms of __________.

4 Watch the video clip again and match the people below to the extracts a-f.

☐ 1 Aleks Krotoski, the presenter
☐ 2 Bill Gates
☐ 3 Steve Wozniak
☐ 4 Al Gore
☐ 5 Mark Zuckerberg
☐ 6 Stephen Fry

a It's like the Internet has become a brain. It's the smartest brain in the world.
b It is an empowering tool that has more potential than any other that human civilization has ever developed.
c The world is just gonna keep on getting more and more open and there's gonna be more information available about, about everything.
d Well, the Web is how mankind communicates nowadays.
e This is astounding technology and we should just take a moment to celebrate the power and the reach that it gives us.
f ... in the 10 years that I've been studying the Web and writing about it as a journalist, I've seen it take our world and shake it apart.

Culture notes

Aleks Krotoski: an American academic and journalist who writes about and studies technology and interactivity. In February 2010, she presented *The Virtual Revolution* for BBC Two.

British Isles: a group of islands that includes Great Britain, Ireland, and the smaller islands around them

5 Read the statements. Then watch the video clip again and fill in the blanks.

1 __________ of the planet now uses the Web.
2 In the UK, over __________ people log on to the Internet every day.
3 People in the UK spend around __________ pounds a week on the Web.
4 __________ people in the UK use a dating website every month.
5 __________ people in the UK read blogs.

AFTER ▶ you view

6 Work in pairs and discuss the questions.

1 What do you think are the positive and negative sides of the Internet?
2 What do you like best about the Internet: 1) it helps us to communicate more conveniently, 2) it opens up new realms of knowledge, 3) it creates wealth, or 4) other?
3 Steve Wozniak says "It's like the Internet has become a brain. It's the smartest brain in the world." Do you agree? Why or why not?

Speaking for communication

Role-play

1 Listen to four conversations involving misunderstandings. What types of misunderstandings are they?

2 Listen to the conversations again and answer the questions.

Conversation 1

1 Who did the woman want to speak to?
2 Who did she speak to?

Conversation 2

1 How did David make his hotel reservation?
2 What hotel does he want to stay in?

Conversation 3

1 What time does the show finish?
2 What time did the show start?

Conversation 4

1 What does the woman want to rent?
2 What is the date?

3 Listen to the conversations again and fill in the blanks in the following extracts.

Extract 1

W: Hi. Me again. I've sent an attachment with all the figures for the last six months. That should be all you need.
M: Sorry, ________________________.
W: I've sent the figures in an attachment. Is that Tom?
M: You've ________.Who is this?

Extract 2

M: I've got a reservation in the name of David Cullinan.
W: Just one moment. Er, could you ____________________?

New words

Ana Lucia /ˌænə ˈluːtʃjə/ 安娜·露西娅
Cullinan /ˈkʌlɪnən/ 卡利南
Sheldon Hotel /ˌʃeldən həʊˈtel/ 谢尔登酒店
Felton /ˈfeltən/ 费尔顿（酒店名）
rental /ˈrentl/ *n.* 租用

Extract 3

W: The Sheldon is on Queen's Road, just around the corner.
M: Oh no. Sorry, can you ______________ – where is it?

Extract 4

W: You've missed the best bits. You're late.
M: What ___________________? The show starts at seven, doesn't it?
W: No, it finishes at seven!
M: _________________ it starts at seven?

Extract 5

M: We've got nothing for you, I'm afraid.
W: I don't get _________________. You're a car rental company, right?
M: Yes, but today is a holiday and all the cars have been booked already.
W: Do you mean to tell me that __________ _________________________? No cars available?

SPEAKING SKILLS

Dealing with misunderstandings

Misunderstandings seem an inevitable part in daily conversations. Therefore, how to deal with misunderstandings in conversations properly is important for avoiding further misunderstandings and conflicts. Here are some expressions frequently used in conversations to deal with possible misunderstandings.

Situations	Expressions
Saying you didn't hear something	• I'm sorry, but I missed that. • I didn't catch any of that. • I didn't get that.
Saying you don't understand someone's opinion	• You've lost me. • I don't get what you're saying.
Asking someone to explain something more clearly	• What exactly do you mean? • What exactly are you trying to say? • What did you mean when you said …? • Do you mean to say …? • What's your point? • Could you explain in more detail? • Could you be specific about …? • Does this mean …?
Asking someone to repeat something	• Can you say that again? • Could you repeat the last part / name / thing you just said?
Saying you are misunderstood	• That's not what I meant / said. • I didn't mean / say that. • I didn't mean to give you that impression. • You've got me wrong.

4 Work in pairs and role-play the following situations. Use the expressions for dealing with misunderstandings.

Situation 1
Room service

A You are a room service attendant at a hotel. A guest asked for some soup 20 minutes ago. Now you are taking some tomato soup to the guest's room.
1 Start the conversation by saying "Hello, Sir. This is room service."
2 Tell the guest it is the tomato soup he / she asked for.
3 Apologize for the misunderstanding and say you will bring the soap very soon.
4 Confirm details, apologize again.

B You are a guest at a hotel. Twenty minutes ago you called for room service, asking for some soap to be sent to your room. Room service, however, brings you some tomato soup.
1 Start the conversation by saying "Hello. Well, what is this?"
2 Say you're misunderstood. Explain what the problem is.
3 Check details and give your thanks.

Situation 2
Ordering in a restaurant

A You are a guest and ordering in a restaurant.
1 Ask the waiter / waitress what today's specials are.
2 Say you cannot follow him / her as he / she is speaking too fast. Ask him / her to repeat.
3 Check your understanding and order a meal.
4 Add an order for potato soup.
5 Correct the waiter's / waitress' misunderstanding.

B You are a waiter / waitress and taking an order from the guest.
1 Tell the guest today's specials.
2 Repeat the specials.
3 Take the order.
4 Mistake the potato soup for tomato soup.
5 Apologize for your misunderstanding.



Group discussion Conducting a survey on the means of communication

Get ideas

1 Listen to a woman talking about how she prefers to communicate in different situations. What does she say about the topics in the table below?

Topics	Preferences
Giving good news	
Giving bad news	
Arranging social activities	
Sending a thank-you message	

2 Read the expressions. Then listen to the talk again and check (✓) the ones you hear.

- ☐ 1 It depends on …
- ☐ 2 It's much better to …
- ☐ 3 I prefer to …
- ☐ 4 On the other hand,…
- ☐ 5 In those circumstances I'd rather …
- ☐ 6 The best way to do this is to …
- ☐ 7 It's more convenient.
- ☐ 8 People really appreciate …
- ☐ 9 I like it when …



Discuss and organize ideas

3 Work in groups to discuss how to conduct a questionnaire survey for a company who is going to develop a new program for online communication. From the survey, the company would like to know:

- people's favorite means of communication
- their main needs and requirements in communication
- their comments on the current means of communication
- their expectations of communication tools in the near future

...

4 Work in groups to create a questionnaire.

Age: ____________ Gender: ___________ Profession: ___________

Survey questions	Responses
1	
2	
3	
4	
5	

5 Conduct the survey using the questionnaire you have designed. You should interview people of different ages and genders for their opinions.

6 Summarize your findings based on the survey.

Present ideas

7 Introduce your findings from the survey to the class. Before you begin, refer to the checklist below to see if you are ready.

Checklist
☐ Use proper survey questions to get information needed.
☐ Analyze the survey results reasonably and appropriately.
☐ Present the survey results in an organized and clear way.
☐ Make use of appropriate expressions.

Public speaking

PUBLIC SPEAKING SKILLS

Acceptance speeches

An acceptance speech is delivered when you receive an award or honor. Its purpose is to thank the person or organization who is presenting the award or honor and recognize those who have made your success possible. Here are some key points that are commonly covered in such a speech:

1 Express gratitude: Thank the individual or organization who is giving you the award or honor, and / or who has nominated you for the award or honor.
Thank you so much to the Academy for this tremendous honor.

2 State the honor of being recognized: State how honored you are to receive the award or honor.
I am truly honored to win the Paramount Award.

3 Mention the competition: Speak highly of the competition and the other people who were nominated for the award or honor.
If you look at the shows this year, you will see they are all stellar (优秀的) performances and wonderful work.

4 Share the praise: Acknowledge people who supported you. These can be your co-workers, teachers, spouse, parents, children, friends, or anyone who helped you along the way.
I'd like to thank Mom and Dad for always being there and encouraging me, my agent Paul for getting me the part, John for never giving up, even when there were technical issues, and everyone else in my life who made this moment possible for me.

What are listed above are common elements in acceptance speeches, but you can decide which particular point(s) to focus on or include according to the context and occasion. You may also include other information or thoughts. For instance, you can tell your experience and the work you did to win the award or honor. You may also talk about the value of your work or the influence of the award or honor from a larger perspective.

When giving an acceptance speech, you should be brief, humble and gracious. Although acceptance speeches vary in length, they tend to be shorter than most other types of speech. In general, they are two to five minutes long. During the speech, you should also convey respect for the award or honor, for the co-nominees, and for everyone present.

In conclusion, an acceptance speech is given to express gratitude for an award or honor. You speak to thank the person or organization granting you the award or honor and the people whose contributions enabled you to achieve success. When giving such a speech, you should be mindful of your time, and appear humble and gracious.

Suppose you have won an award in your school's science festival this year and you are going to give an acceptance speech at the awards ceremony. Write a speech of two to three minutes and deliver it in class.

Further practice in listening

Short conversations

Listen to five short conversations and choose the best answer to each question you hear.

1 A Mobile phones disturb students when they study.
  B Mobile phones help to promote the learning of students.
  C Mobile phones bring convenience to students.
  D Mobile phones are being overused.

2 A Because she doesn't have anyone to add to her contact list.
  B Because she doesn't install any chatting software.
  C Because she believes that online chatting is unsafe.
  D Because she is used to traditional ways of contact.

3 A She will inform the faculty members in person.
  B She has to ask the engineers to repair the network.
  C She's not sure if the network will be OK in the afternoon.
  D She can't send the email right now.

4 A Because most people were cell phone addicts and didn't concentrate on their conversation.
  B Because most people were busy with their work and couldn't focus on their conversation.
  C Because most people were busy with their work and couldn't attend the party.
  D Because most people were using cell phones to keep contact with each other.

5 A Online love is not as reliable as you expected.
  B Online love is something you need to have a try.
  C Online love will change your mind about the cyber world.
  D Online love should first begin with a date.

Long conversation

New words

Beth /beθ/ 贝丝
pen pal /ˈpen ˌpæl/ *n.* 笔友
Granada /grəˈnɑːdə/ 格拉纳达（西班牙城市）
Miami /maɪˈæmi/ 迈阿密（美国城市）

Listen to a long conversation and choose the best answer to each question you hear.

1 A Because she has just got a new puppy dog.
  B Because she has just got an email she expected.
  C Because she met her pen pal in Granada.
  D Because she received a letter from her pen pal.

2 A A nurse in Sydney.
  B An accountant in Miami.
  C A nurse in Miami.
  D An accountant in Sydney.

3 A Local events and weather.
  B Political events.
  C Old cowboy movies.
  D Their daughters.

4 A Because she believes that old-style letters are full of thoughts and ideas.
  B Because she thinks that letters are the same as loving gifts.
  C Because she can order a new book in the mail.
  D Because she thinks waiting for a letter is like expecting a gift from far away.

Passage 1

Listen to a short passage and choose the best answer to each question you hear.

New words

spam /spæm/ *n.* 垃圾邮件

1 A Emailing.
  B Texting.
  C Making phone calls.
  D Sending messages through social media sites.

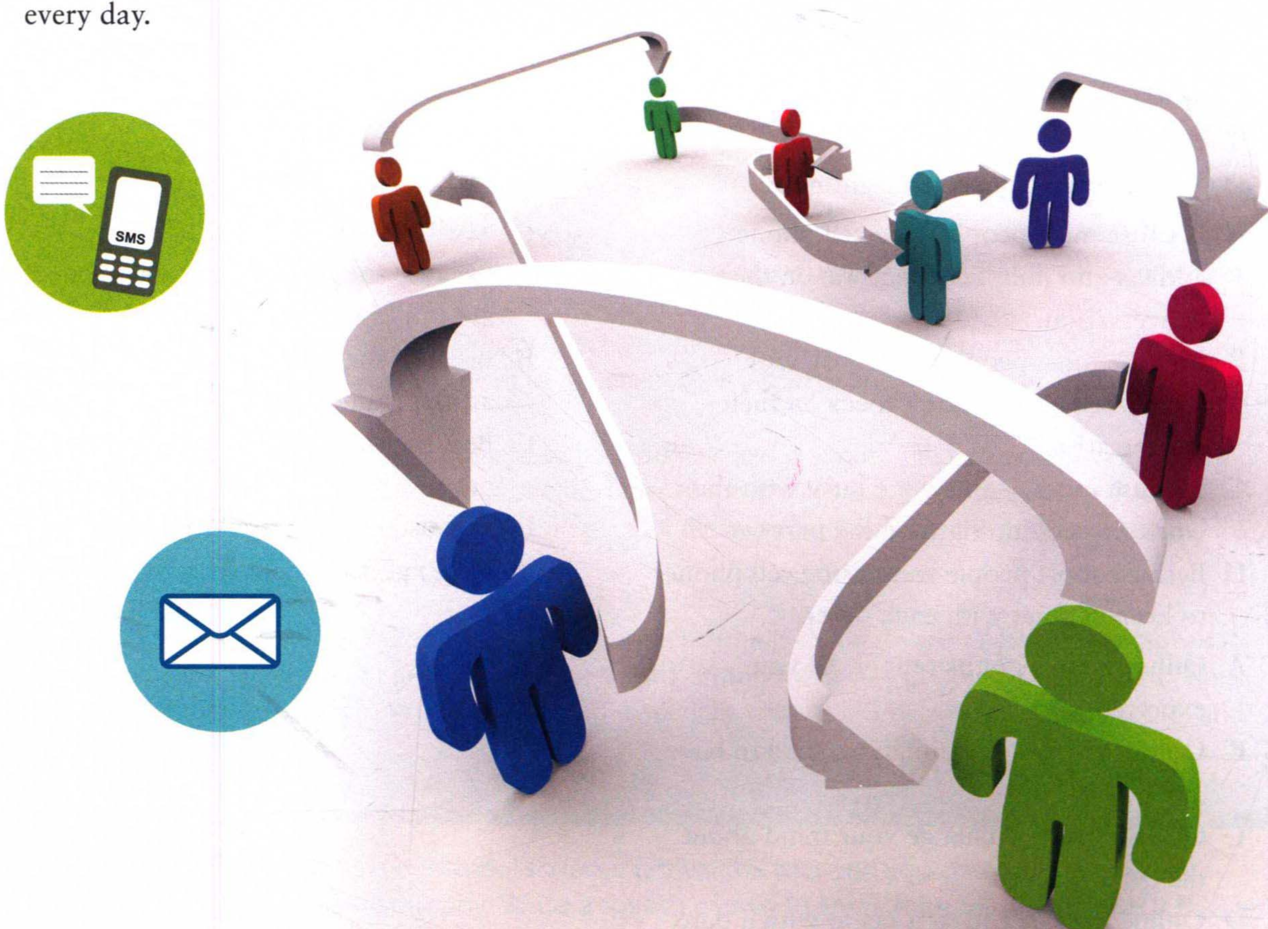
2 A About 79 percent of people.
  B More than 43 percent of people.
  C More than 70 percent of people.
  D About 57 percent of people.

3 A It is almost equal to the number of emails sent every day.
  B It is far more than the number of texts sent every day.
  C It is far less than the number of emails sent every day.
  D It is far less than the number of texts sent every day.

4 A Supportive.
  B Negative.
  C Suspicious.
  D Neutral.







Passage 2

Listen to a short passage three times. When the passage is read for the first time, listen for its general idea. When the passage is read for the second time, fill in the blanks with the exact words you hear. When the passage is read for the third time, check what you have written.

New words

Philip Meyer /ˌfɪlɪp ˈmaɪə/ 菲利普·迈耶（美国学者）

crumpled /ˈkrʌmpld/ *a.* 弄皱的

fold /fəʊld/ *v.* 破产；倒闭

The most useful bit of the media is disappearing. In North America, newspapers are now an 1) __________ species. The business of selling words to readers and selling readers to advertisers, which has sustained their role in society, is 2) __________________.

Of all the old media, newspapers have the most to lose from the Internet. Circulation has been falling in many countries. But in the past few years the Web has hastened the decline. In his book *The Vanishing Newspaper*, Philip Meyer 3) __________ that the first quarter of 2043 will be the moment when newsprint dies in America as the last exhausted reader 4) __________________ the last crumpled edition.

Advertising is following readers who 5) ________________ the Internet. The rush is intense, largely because the Internet is an attractive medium that 6) __________ matches buyers with sellers and proves to advertisers that their money is well spent. In Switzerland and the Netherlands newspapers have lost half their 7) __________ advertising to the Internet.

Newspapers have not yet started to 8) ________________ in large numbers, but it is only a matter of time. Over the next few decades half of North America's general papers may fold. Jobs are already disappearing. According to the Newspaper Association of America, the number of people employed in the newspaper industry fell by 9) __________ 18 percent between 1990 and 2004. Moreover, this year Morgan Stanley, an investment bank, attacked the New York Times Company, because its share price had fallen by nearly 50 percent in four years. This may suggest, to some extent, that tumbling shares of listed newspaper firms have prompted 10) __________ from investors.



Wrapping up

Use the following self-assessment checklist to check what you have learned in this unit.

	OK	Needs work
I can talk about different methods of communication.	☐	☐
I can identify the speaker's prediction through future time markers.	☐	☐
I can deal with misunderstandings properly in speaking.	☐	☐
I can conduct a survey on the means of communication.	☐	☐
I can make an acceptance speech.	☐	☐

U 校园智慧教学云平台使用指南

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一、数字课程使用指南

你可以选择使用PC端或手机客户端进行账号注册和激活课程，操作说明如下：

（一）PC端操作步骤

STEP 1

在浏览器中打开 U 校园首页（u.unipus.cn），注册 / 登录。（尚未开通 U 校园的院校，请联系授课教师获取本校 Unipus 高校教学管理平台的登录地址、账号等相关信息。）

STEP 2

登录后，选择你所在的学校，输入你的学号和姓名，完成身份认证。

STEP 3

选择对应课程，输入教材封底的教材配套课程验证码，激活课程。课程仅需激活一次便可在不同终端学习。

（二）手机客户端操作步骤

STEP 1

扫描二维码，下载 U 校园 App 客户端（支持 iOS 和 Android 操作系统）。



U校园 App

智慧课堂，随学随练

STEP 2

打开客户端，注册 / 登录。



STEP 3

登录后，选择你所在的学校，输入你的学号和姓名，完成身份认证。



STEP 4

选择对应课程，输入教材封底的教材配套课程验证码，激活课程。课程仅需激活一次便可在不同终端学习。

（三）客户端系统要求

PC端

- Windows 7操作系统及以上版本
- IE 10.0及以上版本、火狐（Firefox）、谷歌（Chrome）浏览器（不建议使用其他浏览器）
- Adobe Flash Player 11.0及以上版本

移动端

- 苹果iPhone：iOS 8.0及以上版本
- 安卓Android：Android 5.0及以上版本

二、外研随身学App使用指南

（一）外研随身学App简介

外研随身学App是为外语学习者设计开发的一款听课文、看视频、学单词、练口语的手机应用，帮你把教材放入口袋，随时随地，想学就学！

（二）操作步骤

STEP 1

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外研随身学 App

随时随地，乐学外语



STEP 2

打开客户端首页，体验课程。



STEP 3

注册 / 登录，选择对应课程，输入教材封底的教材配套课程验证码，激活课程。

STEP 4

开启移动学习之旅。

特别提示：

1. 每个教材配套课程验证码能且只能用于激活本教材在U校园上的配套数字课程和在外研随身学App中的配套课程；
2. 每个教材配套课程验证码在U校园和外研随身学App上可以分别使用一次，成功激活相应课程后即失效；
3. 激活成功后有效期为一年，请在开学初只输入本学期使用的教材配套课程的验证码。如果输入非本学期使用的课程验证码造成此课程过期而无法使用，外研社不负责补发验证码。

三、常见问题

1. 我的验证码为什么不能激活教材配套数字课程/外研随身学App中的配套课程？

请确认是否发生以下情况：

A. 输入验证码错误；

B. 输入的验证码与选择的数字课程不对应；

C. 验证码已经激活过了。所有的验证码只能激活一次教材配套数字课程和激活一次外研随身学App中的配套课程，不可重复使用。

如有其他疑问请咨询教师，由教师收集问题后统一咨询外研社客服中心。

2. 我的验证码还没有使用就丢失或损坏了怎么办？

验证码遗失不补，需联系教师或自行购买新的教材或学习卡。

3. 我能把我的账号和密码给我的同学使用吗？

不能，教师需要通过账号查询你的学习进度和答题情况并进行评估，如果和其他同学混用账号，教师将无法对你的学习情况进行客观评价。

4. 登录成功U校园后，为什么在学习中心没有看到我要学习的课程？

请联系任课教师进行开课设置，需要在任课教师完成设置后，方可看到相应课程。

5. 为什么外研随身学App课程中的音视频内容无法播放？

未下载的音视频内容，请确保在网络畅通的环境下进行播放；已下载音视频内容如无法播放，可以尝试重新下载，或者联系客服中心咨询。

6. 如何下载/删除外研随身学App课程中的音视频文件？

在每个单元目录页的右上角有一个下载按钮，点击可以下载本单元所有的音视频文件。在“设置”中选择“清除下载课程”，可以按教程或者单元来清除已下载的音视频文件。

7. 是否可以导出外研随身学App课程中下载的音视频文件？

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邮箱： service@unipus.cn

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QQ： 2774182652

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